Report

Situation Analysis for strengthening the application of ICT in government primary schools (GPS)

Submitted To:

Save the Children

House- CWN (A) 35, Road - 43
Gulshan-2, Dhaka, Bangladesh

Submitted By:

nielsen

The Nielsen Company (Bangladesh) Limited
House#70, Road#15/A, Dhanmondi R/A,
Dhaka – 1209, Bangladesh

February 15, 2015

Table of Contents

List of Tables

List of Figures

List of Acronyms

GoB	Government of Bangladesh
DPE	Directorate of Primary Education
ICT	Information and Communication Technology
PEDP	Primary Education Development Program
MMC	Multimedia Classroom
GPS	Government Primary School
READ	Reading Enhancement for Advancing Development
USAID	United States Agency for International Development
SCI	Save the Children International
CD	Compact Disk
DVD	Digital Versatile Disk
TV	Television
UEO	Upazilla Education Officer
TEO	Thana Education Officer
PPT	PowerPoint
a2i	Access to Information

Acknowledgement

Executive Summary

Background of the Study

The country is moving forward with the 'Vision 2021' to create a digital Bangladesh. In order to achieve the goal the government has already included ICT in education and also started distributing ICT equipment in the GPSs. A multimedia classroom equipped with a computer, a projector and a modem has already established and also the teachers have been provided with ICT training in many schools all over the country by the DPE. This activity is still ongoing and will ensure ICT friendly teaching-learning system in the classroom for all the GPSs in the process. Now to further improve the early grade reading competence and to increase the capacities of GPS teachers for early grade reading instruction Save the Children has initiated the READ (Reading Enhancement for Advancing Development) project funded by the USAID in collaboration with the GoB. In this concern READ has conducted the situation analysis to get the recent and broader picture of infrastructure situation for the ICT equipped GPSs.

Methodology

The study was conducted in 7 divisions of the country. A combination of both qualitative and quantitative sources of data was utilized for the study. Face to Face Interview technique was used with the school teachers from the sampled Government and Model Schools for the quantitative data collection. The model schools are also government schools but they were the first to receive the ICT equipment. On the other hand, Focus Group Discussion (FGD) and In-depth Interviews (IDI) were conducted with the teachers of Government schools, Upazilla education officers, head teachers and PTI instructors for qualitative data collection.

Findings

The situation analysis of ICT capacities study collected data from 518 sampled schools located all over the country including 347 Government schools and 171 Model Schools. The male-female ratio among the respondents for the study was found 53.5:46.5 and the highest concentration (34%) of the surveyed population was noticed in the age group of 36-40. The survey showed that majority (54%) of the respondents completed post-graduation. Among the total respondents, majority (41%) of them were found to have a professional career as a teacher for 11 to 15 years.

As expected all the surveyed schools were found to have electricity connection (100%) and almost 99% schools were found to have computer. Among those schools more than 96% schools have at least one computer and very few (3.6%) of the schools were noticed to have two computers including either desktop or laptop or tablet computers. In addition, most (97%) of the schools said that they have installed Windows 7. Further, the survey indicated that almost all (99%) the schools got their computers from the government.

The subject teacher for Science (63%) was noticed as the most user of computer for teaching purposes. Almost all (99%) the schools mentioned to have a multimedia projector and around 60% of the schools have speakers. Majority (93%) of the speakers were found functional at the

time of survey. More than 91% schools mentioned to have internet connection and most (97%) of these schools have wireless (modem) internet connection. During the survey period, around 95% internet connections of the surveyed schools were found active. Besides, a large amount (97%) of the teachers of these schools was found to have access to the school's internet connection. Almost all (99.6%) the respondents mentioned to receive the computer/ICT training from the Governmental Institution (PTI/A2I) which is usually known as 'Content Development Training' by the government and the duration of the training was mentioned 12 days by most of the respondents. Almost all (97%) of the respondents think that the training was effective for them. Besides, most (95%) of the respondents mentioned that they found this training effective because they learnt to use computer and projector from this training.

A large amount (79%) of the respondents mentioned short training duration as the main problem faced during the training session though less than half of the respondents (44%) mentioned about power outage. Also responses were reflected on the problems including training material was not effective (18%), internet usage problem (8%), did not understand what instructor said to them (7%), insufficient (2%) and malfunctioned computers (1%).

Almost all (99%) the respondents think that the ICT training was fruitful and it is making positive impact in their profession. Majority (96%) of them opined that more contents could be included in the training manual. A handful (76%) of the respondents suggested that basic computer hardware/software troubleshooting could be included in the training manual. More than 98% of the students were found to use ICT tools in their lessons in the classroom. Multimedia Projector and computer were mentioned as the most (98%) used ICT tool by the respondents. According to the opinion of the school teachers computer (98%) was recognized as the most useful tool and multimedia projector (96%) was regarded as the second most useful ICT tool. They find these tools useful mainly because they can collect information to prepare lessons (91%) and they use these tools once in a week (55%). Also 92% of the respondents were found to use audio or video materials to get information to support their teaching. Besides, majority (98%) of the respondents were found to use digital content while delivering lessons. Microsoft Power Point presentation was regarded as the most used (95%) digital content by the respondents.

On the contrary almost 90% of the total respondents were found to face some challenges in using ICT tools and majority of the respondents mentioned about the shortage of Computer used by teachers (80%) as the main challenge faced by them. Also a large number (75%) of the respondents noticed power outage and lack of ICT friendly classroom as the challenges in using ICT materials.

The requirement of ICT friendly class room was mostly (82%) mentioned by the respondents for the effectiveness of usage of ICT tools. Similarly, increasing teachers' technical knowledge (79%) and need of sufficient computers used by learners (75%) are also noticed by the respondents.

Chapter One: Introduction

1.1 Background of the Situation Analysis

Over the last decade, the primary education sector has achieved remarkable progress in enrollment and gender parity index though the qualitative improvement did not keep pace along with the quantitative achievement. The Government of Bangladesh (GoB) is committed to achieve 'Vision 2021' for establishing a resourceful and modern country through effective use of Information and Communication Technology (ICT). Therefore, the prime focus of this vision is the education sector, which is reflected in the National Education Policy 2010. Meanwhile, the extended use of information and communication technology (ICT) instruments in the educational process at every level has already been ensured in this policy. In addition, National Education Policy 2010 also emphasized on proper usage of computer as a tool in teaching from primary level education and on computer literacy of the students before reaching the secondary level.

The Directorate of Primary Education (DPE) has already started the initiative of equipping the schools with ICT tools, building up multimedia classrooms for all those schools and providing ICT training to the teachers under one of the major components of Primary Education Development Program (PEDP)-III, titled 'ICT in Education'. The multimedia classrooms comprise with one laptop and one projector (with screen) along with a modem and the distribution of this equipment to the GPS was initiated since the midst of 2012 by DPE. In the process, currently a total of 1506 government primary schools (GPS) all over the country have a multimedia classroom equipped with ICT tools served by the DPE. In line with the focus of PEDP-III, the DPE has also provided 12 days ICT in education training held at Primary Training Institutes (PTIs) to one teacher from each school.

With a vision to make "Digital Bangladesh", the Government is committed to establish a resourceful and modern country through effective use of ICT. Therefore, READ as a 4 year long program launched by Save the Children and funded by USAID is aiming to improve early grade reading competence for the schools equipped with ICT tools with the collaboration of the Government of Bangladesh (GoB). Save the Children has started the READ (Reading Enhancement for Advancing Development) project with four intervention areas in order to increase the capacities of the GPS teachers for early grade reading instruction. READ is an integrated project that aim to improve the Bangla reading skill of students through different activities and to provide training to ensure effective use of READ digital contents. In the process, this situation analysis has been conducted to explore the teachers' understanding and experience of ICT in the classroom and its use as well as the challenges to employ ICT in the classroom.

1.2 Objectives

The situation analysis will be guided by the following questions:

    a. What are the teachers' understanding and experience of ICT in the classroom and its use?

    b. What are the challenges to employ ICT in the classroom?

This situational analysis study aimed to:

1. Classify GoB primary schools in terms of the availability of necessary pre-conditions for effectively using multimedia equipment.

2. Identify the problems that teachers face to use technology in their classrooms.

3. Take stock of what teachers think may be more effective for teaching-learning purposes.

4. Identify the need for teacher training according to teachers own expectations and classroom practices.

1.3 Rationale of the Study

Along with the government, Save the Children through its READ Project aims to support GPS schools to use multimedia classroom more effectively. READ is committed to provide additional support to 900 ICT tools equipped schools whose teachers have already received a twelve-day ICT instruction training. READ will also design a three-day training on how teachers can integrate digital format reading materials into lessons that are linked to textbook content. The objective is to support teachers and students in grades one - three to develop reading competence in an engaging, effective way in classrooms that have been equipped with multimedia technology. Furthermore, READ will start to work 450 schools in 2015 and another 450 in 2016. In this concern, READ need to analysis the ICT equipped infrastructure situation of these GPS.

1.4 Limitations of the Study

Like any other research studies, this study was not out of limitations. Following are the list of challenges that the study team went through during the data collection period:

- During the data collection period political crisis was the most difficult situation for the study team as movement became irregular and risky due to unavailability of frequent transportation all over the country. Consequently, the study team had to reschedule the field work schedule in accordance with the availability of the respondents.

- At the time of the study, most of the primary schools remained closed due to year-end vacation and achieving the required samples was hard for the study team, but with the help of Directorate of Primary Education (DPE) and Save the Children, it became easier to reach to the targeted people on time.
- There were a few schools where ICT trained teacher was unavailable for interviews as they have been transferred to another school or left the sampled schools. In such cases, the sample was achieved through selecting the very next school from the list.

Chapter Two: Methodology

2.1 Study Area

The study was conducted in the selected areas from the following 7 divisions:

Dhaka	Chittagong	Khulna	Barisal	Rajshahi	Sylhat	Rangpur

2.2 Study Population and Target Respondents

Considering the objectives, the study collected data from the following respondents using both quantitative and qualitative data collection tools:

a. What are the teachers' understanding and experience of ICT in the classroom and its use?

This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, ICT school infrastructure checklist, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers and student participatory appraisal with grade three students of selected schools.

b. What are the challenges to employ ICT in the classroom?

This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers.

This situational analysis study aimed to:

1. Classify GoB primary schools in terms of the availability of necessary pre-conditions for effectively using multimedia equipment

This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, ICT school infrastructure checklist, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers.

2. Identify the problems that teachers face to use technology in their classrooms

This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers.

3. **Take stock of what teachers think may be more effective for teaching-learning purposes**

   This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers.

4. **Identify the need for teacher training according to teachers own expectations and classroom practices**

   This objective was covered by survey questionnaire for ICT school teachers of government primary and Model Schools, FGD with Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, IDI with Head Teachers, PTI Trainer and Upazilla Education Officers.

2.3 Sources of Data

A combination of sources of data was utilized for this situation analysis. Primary data was collected from both government and Model Schools, teachers of both government and Model Schools, head teachers, Upazilla education officers and PTI trainers using Quantitative and Qualitative approaches. In case of Model Schools it needs to be mentioned that the model schools are also the government schools and these schools were the first to receive the ICT equipment provided by the DPE. In addition, participatory appraisal was carried out with the students of grade 3 in order to know their point of views in usage of digital materials in Bengali reading.

2.3.1 Quantitative Data

Following were the quantitative sampling and sample selection procedures for the quantitative samples:

a) Sampling

For quantitative data, Face to Face Interview technique was used with the school teachers from the sampled Government and Model Schools. Considering the study's intention to have statistically significant results, the sample size for this study was calculated using the following formula:

$$n = \frac{p(1-p) \times Z^2}{e^2} \times Deff$$

4

Where,
n= required sample size
p= Estimated value of the parameter = 0.5
E: Permissible Margin of error= 5%
z= 1.96 which corresponds to the 95% confidence level
Deff (Design Effect) = 1.5

To calculate the sample size, it was considered that at least half of the school teachers will have idea about the subject matter of the study. Thus, taking 50% as P value (which yields maximum of sample size), with permissible margin of error- e set at 5%, z at 1.96 (considering 95% confidence level) and Design Effect at 1.5, the maximum sample size has been estimated as 459 ICT schools. Here, 1500 ICT schools have been considered as study population. However, considering 10% non-response; Nielsen interviewed 518 ICT school teachers.

b) Quantitative Sample Selection Procedure

The study adopted a multistage sampling. Following were the selection procedures for the quantitative samples:

- From the seven divisions, 3 or 4 districts of with Save Intervention were randomly selected.

- Therefore, in total 24 districts were randomly selected for quantitative survey.

- For each of the selected districts, a list of Government Primary Schools (GPSs) was provided by Save the Children.

- From the list of GoB schools 518 sampled schools including 347 Government and 171 Model Schools were randomly selected from which 1 teacher was interviewed from each of the schools.

The following diagram is showing the step by step procedure of the selection of sample:

7 divisions

24 districts (Randomly selected)

List of GoB schools

518 sample schools (Randomly selected)

1 ICT Teacher as Sample
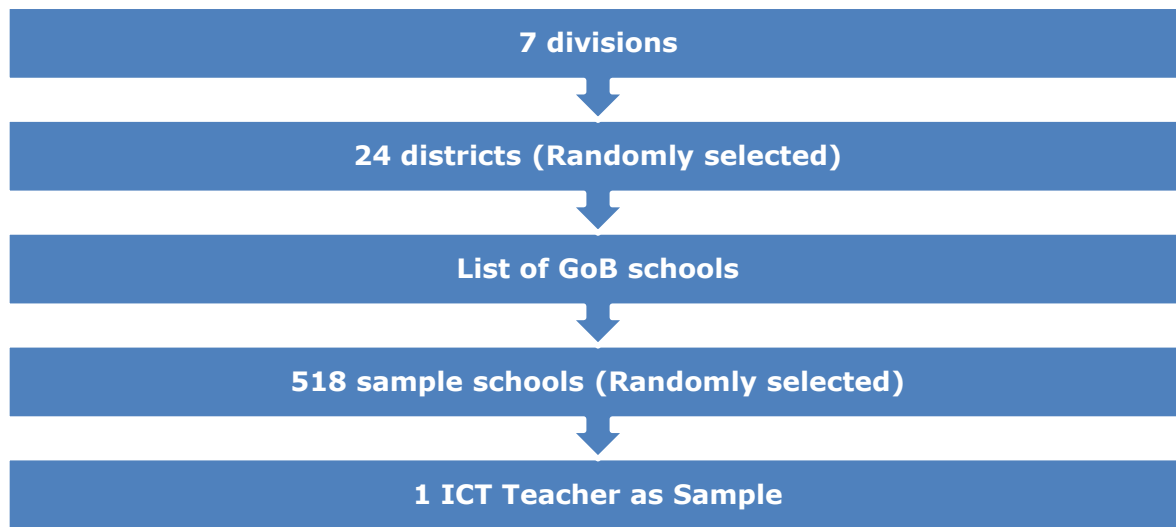
c) Sample Distribution

The division wise distribution of the quantitative samples for this study is included as annex.

2.3.2 Qualitative Data

In terms of qualitative approach, Focus group discussion (FGD) and In-depth Interviews (IDI) were conducted with the teachers of ICT schools, Upazilla education officers, head teachers and PTI trainers. A brief description of the qualitative data collection tools are given below:

i.   Focus Group Discussions (FGDs)

FGDs were conducted to gather a wide variety of information across a larger number of target populations with breadth and depth. The groups were composed with 6-8 participants. Group discussions were conducted with both male and female respondents from all the seven divisions. Focused questions were asked to the participants in order to encourage discussion and expression of differing opinions and points of view regarding the study topic. Participants for the FGDs were selected on the basis of their availability and willingness to participate in the discussions. The participants for the FGDs are as follows:

1. Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers.

ii.   In-depth Interview

In-depth interviews were conducted with the target respondents from all the study areas. In-depth Interviews are generally expected to bring out detailed information relevant to the study's interest. It was done in such a format where interviewer spent a good amount of time with the respondent and dug down certain issues of interest.

The types of respondents for the IDIs are as follows:

1. Upazilla Education Officer
2. Head Teacher
3. Primary Training Institute (PTI) Trainer

2.3.3 Brief Questionnaire Survey

In order to collect data on school infrastructure (electricity, computers/laptops, projector, multi-media, speakers, mobile phones, internet connectivity etc.) a checklist was developed and utilized for the study. The head teachers of the selected sample schools were interviewed with the school infrastructure checklist.

2.3.4 Participatory Appraisal

A participatory appraisal was conducted with the students of grade three from randomly selected schools of each of the divisions. Overall, 14 schools were randomly selected from 2 districts of each of the divisions. A short checklist was used for this appraisal. This was an optional technique of data collection that Nielsen proposed to know the demand side information. Facilitators collected information from each of the students of grade 3 from the selected schools using a structured checklist.

2.4 Sample Distribution

Following was the sample distribution for the quantitative and qualitative survey:

Techniques	Respondents	Sample	Respondent Number
Quantitative			
Face to face interview	ICT trained teacher	518	518
Infrastructure Stock-Taking	Head teacher/ Teachers	509	509
Qualitative			
Focus Group Discussion (FGD)	ICT trained teacher, head teacher, PTI trainer, upazilla education officer	13	104
In-depth Interviews (IDI)	Head teacher, PTI trainer, upazilla education officer	26	26
Participatory Appraisal	Grade 3 students	14	376

2.4.1 Informed Consent

Getting the informed consent from the respondents and respective institutions or organizations is the preliminary and most vital part for any study and especially at the beginning of data collection period. It is the responsibility of the researcher to let the respondent know about the purpose of the study and take his/her consent before taking the interview. In respect to conducting the study in the government primary schools the documented permission was gathered from the DPE prior to the field data collection. The DPE was kind enough to issue the letter of consent to conduct the study to the SCI and Nielsen. Later a copy of the issued letter from the DPE was presented to the respective authorities of all the sampled GPSs and taken their instant consent to conduct the study in their respective schools. While it comes to individuals, the respondents were informed that the interview is about conducting a study on ICT capacities and digital materials for early grade Bangla reading instruction in Government primary schools. They were selected as one of the respondents for the study based on random selection. Also their opinion is valuable for the study and information provided by them will be kept strictly confidential and will only be used for research purpose. Moreover they were assured that they will not be harmed in any way by providing this information. Furthermore, the authorization to conduct this situation analysis was collected from the Directorate of Primary School (DPE). Finally they were told that it is absolutely their discretion whether they will agree or not to be interviewed. Thus the informed consent was ensured for both the schools and the participants.

Chapter Three: Data Analysis & Interpretation

3.1 Socio-Demographic Information

The situation analysis of ICT capacities study collected data from 518 schools located in seven divisions of Bangladesh. Among the total of 518 responders, 347 were from Government schools and 171 were from Model Schools. However, the male-female ratio among the responders was 53.5:46.5. The highest concentration of the population was found in the age cohort of 36-40 (34%) followed by the age cohort of 31-35 (28%).

Table 1: Percentage Distribution of the School Teachers as per their sex and age

Respondents' Sex	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Male	190	54.8	87	50.9	277	53.5
Female	157	45.2	84	49.1	241	46.5
N	**347**	**100.0**	**171**	**100.0**	**518**	**100.0**
Respondents' Age						
23-25 years	10	2.9	1	0.6	11	2.1
26-30 years	45	13.0	18	10.5	63	12.2
31-35 years	104	30.0	39	22.8	143	27.6
36-40 years	120	34.6	58	33.9	178	34.4
41-45 years	46	13.3	39	22.8	85	16.4
46-50 years	16	4.6	9	5.3	25	4.8
51-55 years	4	1.2	4	2.3	8	1.5
56-59 years	2	0.6	3	1.8	5	1.0
N	**347**	**100.0**	**171**	**100.0**	**518**	**100.0**

In regard to educational attainment of the survey population, it was found that 54% have completed post-graduation with no significant difference between the government and Model Schools. Around 18% of the respondents were found graduated with honors and the ratio was slightly higher (7%) for the respondents of Model Schools (23%) in comparison with the government schools (16%). Also, another 18% respondents earned the Bachelor of Arts (B.A.) degree. Among the respondents, around 8% possessed the higher secondary certificate, whereas a few more than 1% respondents were found to possess the secondary school certificate. Diploma in computer was also found in case of less than one percent respondents.

Figure 1: Educational Attainment of the School Teachers (%; N=518)
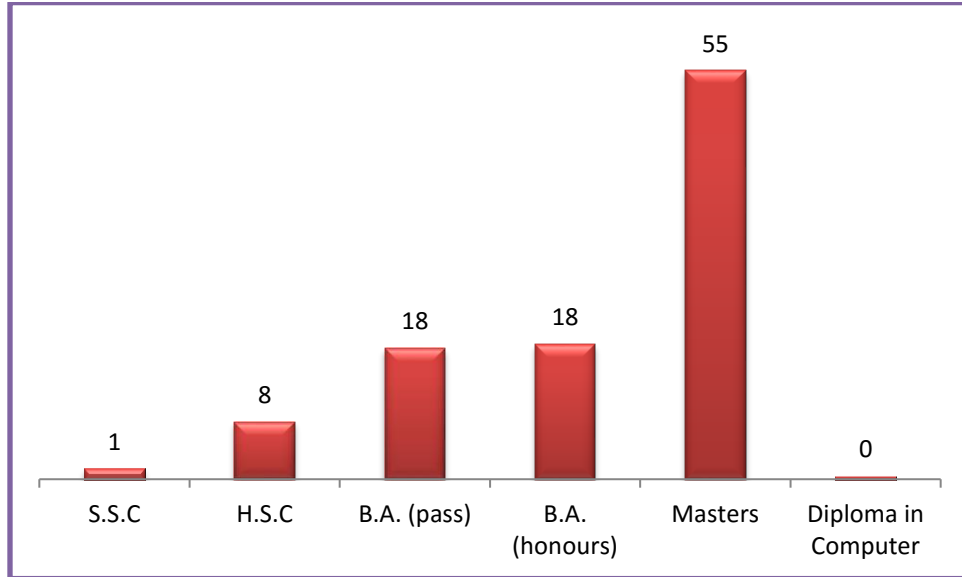
Among the surveyed school teachers majority (41%) of the respondents were found to have a professional career as a teacher for 11-15 years. Also, around 27% respondents mentioned to have a teaching career for 6-10 years followed by another 13% respondents those who mentioned to have a professional teaching career for 1-5 years.

Table 2: Percentage Distribution of the School Teachers as per their professional career as a teacher

Indicators	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
1-5 years	57	16.4	10	5.8	67	12.9
6-10 years	107	30.8	41	24.0	148	28.6
11-15 years	134	38.6	79	46.2	213	41.1
16-20 years	21	6.1	21	12.3	42	8.1
21-25 years	15	4.3	10	5.8	25	4.8
26+ years	13	3.7	10	5.8	23	4.4
N	**347**	**100.0**	**171**	**100.0**	**518**	**100.0**

3.2 Availability of necessary preconditions for effective use of multimedia equipment

The study shows that all of the surveyed schools have electricity connection (100%) and among them almost 99% have normal electricity connection whereas a lesser amount (1.6%) of the schools have solar power based electricity connection.

Table 3: Percentage Distribution of the Schools as per the Electricity Connection

Status of electricity connection in school	*f*	%
Schools have electricity connection	509	100.0
N	**509**	**100.0**
Type of electricity connection		
Normal Electricity	503	98.8
Solar Power	8	1.6
Generator	6	1.2
Government Electricity Connection	3	0.6
N	**509**	**102.2**

In regard to availability of computer, it was found that almost 99% schools have computer. Further in response to the type of computer/electronic devices schools have, almost all (99.2%) the schools were found to have a laptop and another 11% schools have desktop computers. Very few of the schools were found to have tablet computers (0.6%) and multimedia printers (0.2%).

It was also found from the survey that more than 96% schools have at least one computer, whereas very few (3.6%) of the schools were found to have two computers in their school among the schools those have either desktop or laptop or tablet computers. In terms of the number of computers are in working condition, it was revealed that almost 91% schools have at least one computer functioning or in working condition during the time of survey.

Table 4: Percentage Distribution of the Schools as per the availability of Computers/Electronic Devices

Availability of computer in school	*f*	%
Computer is available	503	98.8
Computer is not available	6	1.2
N	**509**	**100.0**
Schools have types of computer/electronic device		
Desktop	53	10.5
Laptop	499	99.2
Tablet	3	0.6
Digital Piano	9	1.8
Multimedia Printer	1	0.2
N	**503**	**112.3**
Schools have computers		
1 Computer	537	96.1
2 Computers	20	3.6
3 Computers	1	0.2
5 Computers	1	0.2
N	**509**	**100.0**

The survey revealed that most (97%) of the schools have installed Windows 7 and a few of them (4%) have installed Windows XP in their computers. Again majority of the schools mentioned to have MS Office 2007 whereas very few of the schools have MS Office 2010 (8%) and MS Office 2003 (7%).

Table 5: Percentage Distribution of the Schools as per the Operating system installed in their computer

Operating system installed in the computer	*f*	*%*
Windows XP	19	3.8
Windows 7	488	97.0
Windows 8	7	1.4
N	**503**	**100.0**
Schools have version of MS office		
Office 2003	37	7.4
Office 2007	433	86.1
Office 2010	39	7.8
Office 2013	5	1.0
Office 2002	1	0.2
N	**503**	**100.0**

The survey indicated that almost all (99%) of the schools got their computers from the government. On the other hand around 5% of the computers were found as present from community elite. Moreover, majority (65%) of the schools were found to use active licensed antivirus for their computers.

An important findings of the study revealed that the subject teacher for Science (63%) mostly uses computer for teaching purposes. Besides a good number (61%) of English and Bangla teachers were also found to use computer for teaching purposes as well. Some other teachers using computer includes Mathematics (56%) and Social Science (40%).

Figure 2: Subject-based Teacher wise Computer usage (%; N=502)
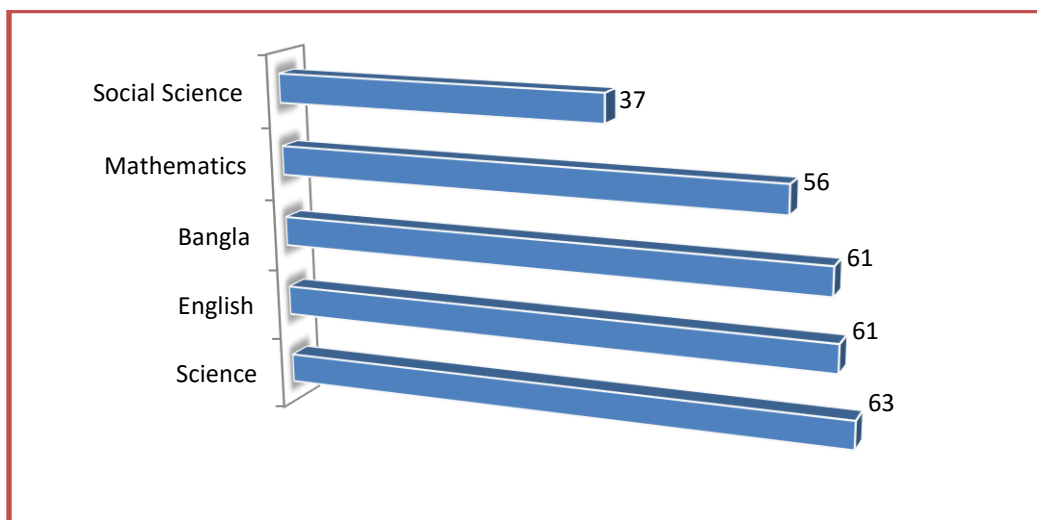
In terms of projector, almost all (99%) the schools have a projector and among these schools almost 99% have overhead projectors. Almost 99% schools have at least one multimedia projector and almost all (99.8%) the projectors of these schools were found in working condition during the time of survey.

Table 6: Percentage Distribution of the Schools as per the availability of Projectors

Availability of projector in school	*f*	%
School has projector	502	98.6
School does not have projector	7	1.4
N	**509**	**100.0**
Type of projector available in the schools		
Multimedia projector	497	99.0
Overhead projector	5	1.0
N	**502**	**100.0**
Number of projector available in the schools (Multimedia projector)		
1	494	99.4
2	3	0.6
N	**497**	**100.0**
Number of projector available in the schools (Overhead projector)		
1	5	100.0
N	**5**	**100.0**
Number of projector in the schools are in working condition		
1	497	99.8
2	1	0.2
N	**498**	**100.0**

It was found from the survey that around 60% of the schools have speakers to be used with computers and majority (93%) of the speakers were found in working condition or functional at the time of survey. Almost the same amount (43%) of schools has at least 1 and at least 2 speakers in working condition respectively.

Table 7: Percentage Distribution of the Schools as per the availability of Speakers

Availability of speakers in school	*f*	%
School has speakers	300	58.9
School does not have speakers	209	41.1
N	**509**	**100**
Status of speakers		
Speakers are in working condition	278	92.7
Speakers are not in working condition	22	7.3
N	**300**	**100**
Number of speakers in working condition or functional		
1	119	42.8
2	121	43.5
3	30	10.8
4	8	2.9
N	**278**	**100**

More than 91% schools have internet connection and mostly (97%) these schools have a wireless (modem) internet connection. Almost 95% internet connections of the surveyed schools were found active during the survey period.

Table 8: Percentage Distribution of the Schools as per the availability of Internet Connection

Availability of internet connection	*f*	%
School has internet connection	464	91.2
School does not have internet connection	45	8.8
N	**509**	**100.0**
Type of internet connection available in the schools		
Broadband Connection	10	2.2
Wireless (modem) Connection	451	97.2
Mobile phone internet	11	2.4
N	**464**	**100.0**
Availability of active internet connection in the schools		
Active internet connection available	440	94.8
Active internet connection not available	24	5.2
N	**464**	**100.0**

While doing the survey a large amount (97%) of the teachers of these schools were found to have access to the school's internet connection. Again the survey revealed that majority (49%) of the

teachers use school's internet both during school hours and after school hours though a handful of the teachers (42%) were found to use the internet during school hours.

Table 9: Percentage Distribution of the Schools as per Teachers' Access to School's Internet Connection

Accessibility of school's internet connection	f	%
Can access school's internet connection	425	96.6
Cannot access school's internet connection	15	3.4
Total	440	100.0
Time for teachers using school's internet connection		
During school hours	178	41.9
After school hours	38	8.9
Both	209	49.2
N	**425**	**100.0**

A large number (85%) of the schools have CD/DVD player and among those schools around 82% of those school's CD/DVD players were found in working condition at the time of survey. Also as much as 97% of the schools have at least one functional CD/DVD player.

Table 10: Percentage Distribution of the Schools as per the availability and status of DVD/CD Player

Availability of DVD/CD player	f	%
School has DVD/CD player	77	15.1
School does not have DVD/CD player	432	84.9
N	**509**	**100.0**
Status of DVD/CD players		
DVD/CD players are in working condition/functional	63	81.8
DVD/CD players are not in working condition/functional	14	18.2
N	**77**	**100.0**
Number of DVD/CD players in working condition or functional		
1	61	96.8
2	2	3.2
N	**63**	**100.0**

More findings from the study indicated that very few (6%) of the schools have television and all the televisions were found functional during the survey period. Similarly 97% of the schools have radio and all the radios are functional. Another important survey findings revealed that almost all (99%) the teachers have a mobile phone and among them almost 25% teachers use at least one smart phone, followed by another 17% teachers use at least 2 and at least 3 smart phones respectively.

The qualitative findings refer to the need of training sessions for effective use of multimedia equipment and the respondents mentioned that necessary training session were organized to ensure proper use of multimedia equipment. According to the respondents at least 3 to 4 teachers

took the ICT training from each school. All the schools were found to have laptop, projector, sound-box, modem and almost all the respondents mentioned that their ICT equipment are in working condition at the moment.

3.3 ICT Teachers' understanding, experience and problems of ICT in the classroom

The study took an endeavor to depict teachers' understanding, experience and problems of ICT in the classroom. In doing so, the respondents were asked about different ICT materials, their uses, training, difficulties and usefulness. While asked about the computer training or ICT training which is also recognized as 'Content Development Training' by the government, almost all (99.6%) the respondents mentioned that they received this training from the Governmental Institution (PTI/A2I). The duration of the training was mentioned 12 days by almost all (99.8%) the respondents as well. In addition, this needs a clarification that basically the DPE provided this 'Content Development Training' using 'Access to Information' (a2i) training manual and PTI instructors facilitated the training program.

Figure 3: ICT Training Provider (%; N=518)
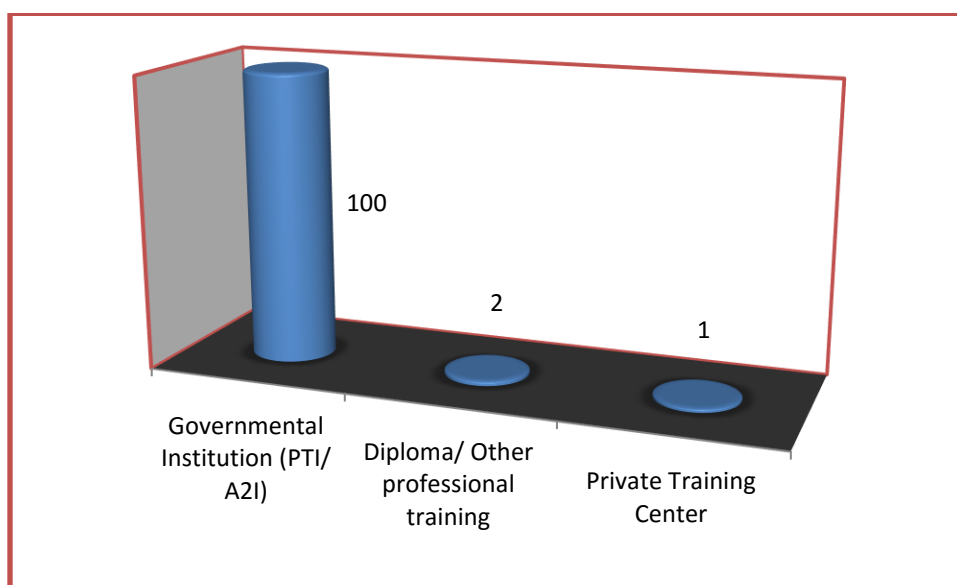
Majority (97%) of the respondents think that the training was effective for them. In regard to reasons for finding this training effective most (95%) of the respondents mentioned that they learnt to use computer and projector from this training. The second most (78%) response shows that they learnt to use applications to prepare presentations for lessons. Around 74% of the respondents found the training effective because they learnt to prepare exercise and tasks in computer for students, followed by another 72% respondents those learnt to search the internet to collect information to prepare lessons. Also, less than half of the respondents found this training effective for usage in personal purpose (34%) as well as for communicating online (32%).

Table 11: Percentage Distribution of the School Teachers as per their opinions on the Effectiveness of ICT Training

Effectiveness of the Training	Government School		Model School		Total	
	f	%	f	%	f	%
Training was effective	337	97.4	166	97.6	503	97.5
Training was not effective	9	2.6	4	2.4	13	2.5
N	**346**	**100.0**	**170**	**100.0**	**516**	**100.0**
Reason Behind Effectiveness of the Training						
Learnt to use computer and projector	319	94.7	158	95.2	477	94.8
Learnt use applications to prepare presentations for lessons	268	79.5	125	75.3	393	78.1
Learnt to prepare exercises and tasks in computer for students	245	72.7	127	76.5	372	74.0
Learnt to search the internet to collect information to prepare lessons	244	72.4	120	72.3	364	72.4
For usage in personal purpose	124	36.8	48	28.9	172	34.2
Can communicate online	112	33.2	48	28.9	160	31.8
N	**337**	**-**	**166**	**-**	**503**	**-**

The respondents noticed quite a few problems that they faced during the training session. A large amount (79%) of the respondents mentioned short training duration though less than half of the respondents (44%) mentioned load shedding/power outage in training period as the problem faced during the training session. Also a lesser amount (18%) of the respondents noticed that the training material was not effective. Some other problems faced during the training session includes internet usage problem (8%) and did not understand what instructor said to them (7%) as well as insufficient (2%) and malfunctioned computers (1%).

Table 12: Percentage Distribution of the Problems Faced by the school teachers during Training Session

Problems Faced during Training Session	Government School		Model School		Total	
	f	%	f	%	%	f
Short training duration	275	79.5	134	78.8	409	79.3
Load shedding in training period	160	46.2	67	39.4	227	44.0
Training material was not effective	64	18.5	29	17.1	93	18.0
Didn't face any problem	47	13.6	25	14.7	72	14.0
Internet usage problem	29	8.4	10	5.9	39	7.6
Did not understand what instructor said	25	7.2	11	6.5	36	7.0
Insufficient computers	8	2.3	2	1.2	10	1.9
N	**346**	**-**	**170**	**-**	**516**	**-**

Among the respondents those received ICT training almost all (99%) of them think that the training was fruitful and it is making positive impact in their profession. A large number of the respondents (94%) think the positive impact is that they can teach students with confidence. Again 94% of the respondents mentioned that they can prepare digital content with confidence. A little more than half (53%) of the respondents cited that they can download and install a software on a computer from internet and around 37% respondents think the positive impact is that they can participate in social networks now.

Table 13: Percentage Distribution of the School Teachers as per the Fruitfulness and Positive Impact of ICT Training/Computer Training in Their Profession

Opinion on fruitfulness of ICT /Computer Training	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Training was fruitful	343	99.1	170	100.0	513	99.4
Training was not fruitful	3	0.9	0	0	3	0.6
N	**346**	**100.0**	**170**	**100.0**	**516**	**100.0**
Reason Behind Fruitfulness and Positive Impact of ICT/Computer Training						
Can teach students with confidence	325	94.8	157	92.4	482	94.0
Can prepare digital content using Microsoft office tools	254	74.1	128	75.3	382	74.5
Can download and install a software on a computer from internet	180	52.5	92	54.1	272	53.0
Can communicate with others using email/ messengers	151	44.0	61	35.9	212	41.3
Can participate in social networks	131	38.2	60	35.3	191	37.2
N	**343**	**-**	**170**	**-**	**513**	**-**

In regard to the training manual majority of the respondents think more contents could be included in the training manual. A handful (76%) of them suggested that basic computer hardware/software troubleshooting could be included in the training manual. On the other hand, around 67% and 61% of the respondents think that installing software and advanced image editing could be included although almost 54% mentioned about integration of ICT tools in the classroom activities. Some other inclusion suggested by the respondents includes MS Excel (2%), Long terms training (1%) and MS Word (1%).

Table 14: Percentage Distribution of the School Teachers' Opinion Regarding Contents of the Training Manual

Inclusion suggested for the training manual	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Basic Computer hardware/ software troubleshooting	258	77.2	120	73.6	378	76.1
Installing software	224	67.1	110	67.5	334	67.2
Advanced Image editing	198	59.3	103	63.2	301	60.6

Inclusion suggested for the training manual	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Integration of ICT tools in the classroom activities	179	53.6	89	54.6	268	53.9
MS Excel	7	2.1	3	1.8	10	2.0
Long terms training	5	1.5	2	1.2	7	1.4
MS Word	5	1.5	1	0.6	6	1.2
N	**334**	**-**	**163**	**-**	**497**	**-**

When it comes to the matter of using ICT tools, more than 98% of the students mentioned to use ICT tools in their lessons. Multimedia Projector and computer were found as the most (98%) used ICT tool as per the respondents. Also some other ICT tools used in the lessons by the teachers include internet (80%), mobile phone (26%), DVD/CD player (25%) etc.

Figure 4: Type of ICT Tools Used in the Lessons (%; N=506)
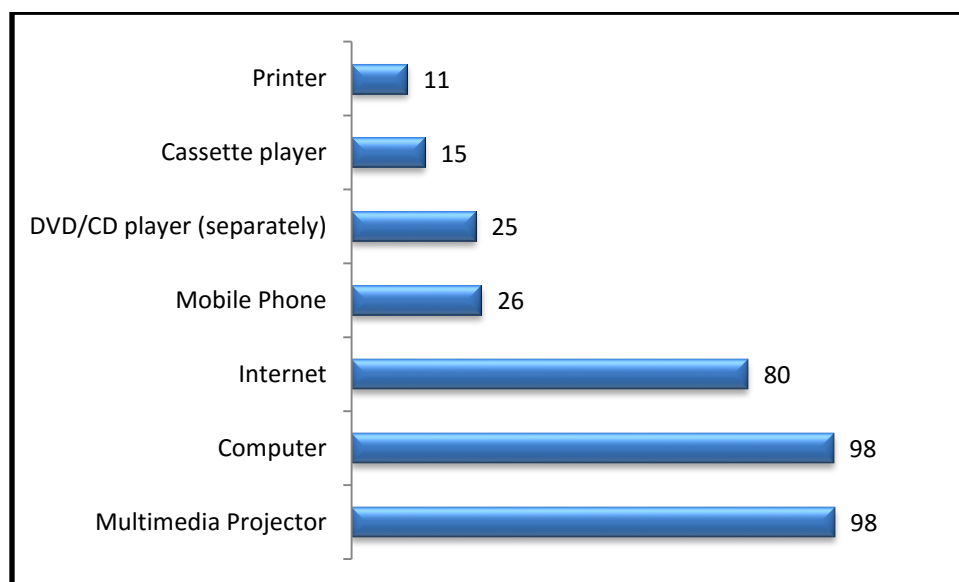
The school teachers mentioned computer (98%) as the most useful tool and multimedia projector (96%) was regarded as the second most useful ICT tool by them. A handful of the respondents mentioned internet (73%) as another most useful tool followed by printer (13%), DVD/CD player (12%), scanner (8%), mobile phone (8%) etc.

Figure 5: Most Useful ICT Tools identified by the School Teachers (%; N=506)
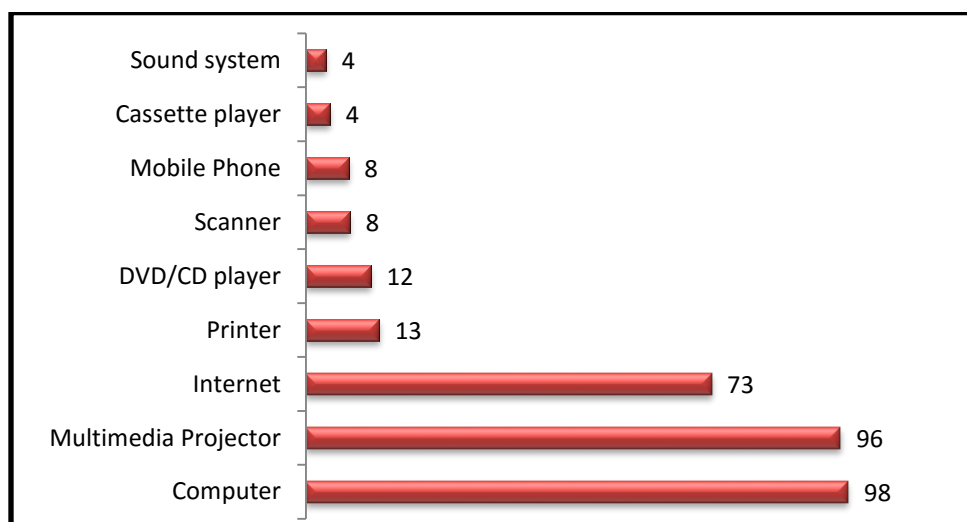
According to the respondents the main reason for finding these tools useful is that they can collect information to prepare lessons (91%). A large number of respondents said that they can Use applications to prepare presentations for lessons (82%). Also another 70% respondents cited that children can remember more by seeing pictures, followed by children can prepare exercises and tasks for students (68%) and can communicate online (29%).

Table 15: Percentage Distribution of the Reasons for Finding the ICT Tools Useful by the Teachers

Reasons for Finding the Tools Useful	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Can Collect information to prepare lessons	302	89.9	159	93.5	461	91.1
Can Use applications to prepare presentations for lessons	277	82.4	138	81.2	415	82.0
Can remember more by seeing pictures	239	71.1	115	67.6	354	70.0
Can Prepare exercises and tasks for students	227	67.6	115	67.6	342	67.6
Can Communicate online	101	30.1	45	26.5	146	28.9
N	**336**	**-**	**170**	**-**	**506**	**-**

More than half of the respondents cited that they use these tools once in a week (55%) whereas almost 34% respondents were found to use the tools almost every day. Very few of the respondents mentioned that they use these tools more than twice a month (6%) and around 4% use for once in a month.

Figure 6: Frequency of Using ICT Tools in Classroom (%; N=506)
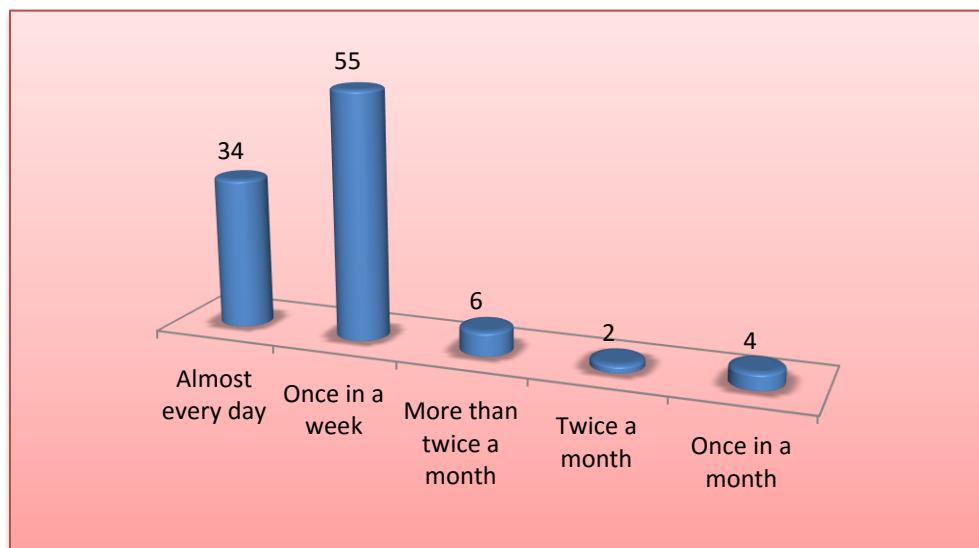
In response to the questions asked about the use of audio or video materials, as much as 92% of the respondents were found to use audio or video materials to get information to support their teaching. As per the most (60%) of the respondents they use audio or video materials once in a week. Again 24% of the respondents were found to use audio or video materials almost every day. Although a lesser amount of the respondents mentioned that they use these materials more than twice a month (9%).

Table 16: Percentage Distribution of the School Teachers as per their Use of Audio or Video Materials to Get Information or Material to Support Their Teaching

Use of Audio or Video Materials	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Audio visuals are used	312	90.2	161	94.7	473	91.7
Audio visuals are not used	34	9.8	9	5.3	43	8.3
N	**346**	**100.0**	**170**	**100.0**	**516**	**100.0**
Frequency of Using Audio or Video Materials to Get Information or Material						
Once in a week	188	60.3	97	60.2	285	60.3
Almost every day	77	24.7	35	21.7	112	23.7
More than twice a month	23	7.4	18	11.2	41	8.7
Once in a month	17	5.4	6	3.7	23	4.9
Twice a month	4	1.3	3	1.9	7	1.5
N	**312**	**100.0**	**161**	**100.0**	**473**	**100.0**

Majority (98%) of the respondents mentioned that they used digital content while delivering lessons. Among the respondents most of them used the content once in a week (61%). Again another 25% respondents mentioned that they used the content almost every day.

Table 17: Percentage Distribution of the Opinions Regarding Digital Content by the School Teachers

Use of digital content while delivering lessons	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Digital contents are used during lessons	335	96.8	170	100.0	505	97.9
Digital contents are not used during lessons	11	3.2	-	-	11	2.1
N	**346**	**100.0**	**170**	**100.0**	**516**	**100.0**
Frequency of using digital content while delivering lessons						
Once in a week	207	61.8	101	59.4	308	61.0
Almost every day	84	25.1	44	25.9	128	25.3
More than twice a month	23	6.9	13	7.6	36	7.1
Once in a month	15	4.5	8	4.7	23	4.6
Twice a month	4	1.2	4	2.4	8	1.6
Less than the times mentioned in the above responses	2	0.6	-	-	2	0.4
N	**335**	**100.0**	**170**	**100.0**	**505**	**100.0**

In terms of usage of type of digital content, Microsoft Power Point was regarded as the most used (95%) digital content by the respondents. A handful of the respondents mentioned audio/video file (64%) as the digital content used in the lessons. Microsoft Office (47%) was noticed as another digital content used in the lessons followed by image/info graph (44%).

Figure 7: Type of Digital Content used in the Lessons (%; N=505)
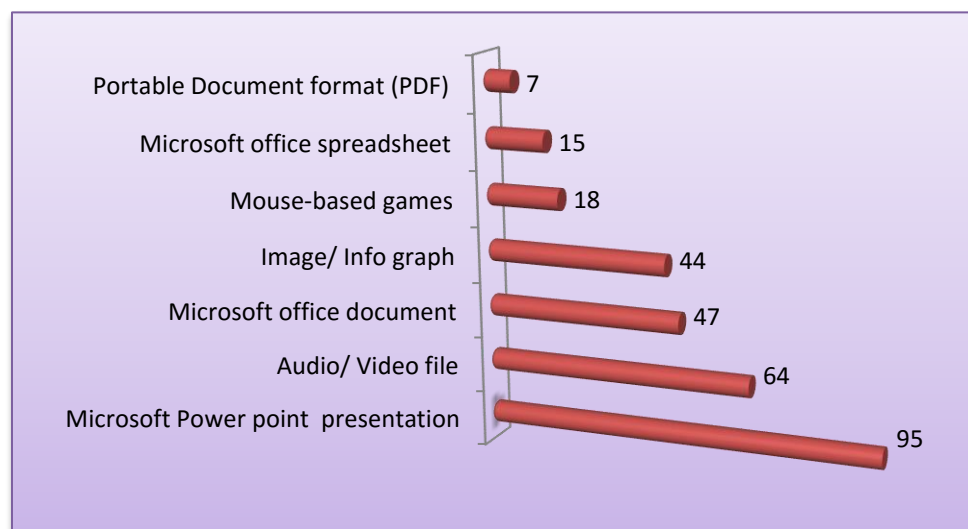
In respect to the challenges faced to employ ICT tools in the classroom almost 90% of the total respondents were found to face some challenge in using ICT tools. Majority of the respondents mentioned about the shortage of Computer used by teachers (80%). A large number (75%) of the respondents noticed load shedding/power outage and lack of ICT friendly classroom, followed

by Limited computer for learners (71%). On the other hand a handful of the respondents mentioned about no or slow internet connection (67%). Also more than half of the respondents noticed lack of technical knowledge among teachers (57%). Some other challenges faced by the respondents to employ ICT tools includes: Inadequate time to prepare materials based on technology (45%), Hardware / software problem (35%) etc.

Table 18: Percentage Distribution of the Challenges faced by the School Teachers to Employ ICT Tools in the Classroom

Challenge faced to employ ICT tools	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
Shortage of Computer used by teachers	246	80.4	126	79.7	372	80.2
Load shedding	232	75.8	114	72.2	346	74.6
Classroom is not ICT friendly	234	76.5	112	70.9	346	74.6
Limited computer for learners	216	70.6	113	71.5	329	70.9
No/ slow internet connection	208	68.0	102	64.6	310	66.8
Lack of technical knowledge among teachers	171	55.9	95	60.1	266	57.3
Inadequate time to prepare materials based on technology	145	47.4	65	41.1	210	45.3
Hardware / software problem	104	34.0	56	35.4	160	34.5
No separate room for computer use	8	2.6	7	4.4	15	3.2
Frequent malfunction	8	2.6	6	3.8	14	3.0
N	**306**	**-**	**158**	**-**	**464**	**-**

3.4 Teachers' perception of effective ways for teaching-learning purposes

In terms of effectiveness of usage of ICT tools for teaching-learning purposes various opinions was gathered from the respondents. In order to ensure the effectiveness of usage of ICT tools the requirement of ICT friendly class room was mostly (82%) mentioned by the respondents. Increasing teachers' technical knowledge is also noticed by a handful (79%) of the respondents followed by the need of sufficient computers used by learners (75%). Again almost 68% of the respondent cited the urgency of having a specific classroom and another 67% respondents opined that establishment of computer laboratory can be effective. A little more than half of the response shows that adequate time to prepare materials based on technology is also required. There were some other opinions regarding the effectiveness of usage of ICT tools which are as follows: More ICT training required, Long term training required, Allocation of computer for every teacher will be better, Refreshers training required.

Table 19: Percentage Distribution of the School Teachers' Opinions Regarding Effectiveness of Usage of ICT Tools in Teaching-Learning Purposes

Effectiveness of Usage of ICT Tools	Government School		Model School		Total	
	f	*%*	*f*	*%*	*f*	*%*
ICT friendly class room	290	83.8	133	78.2	423	82.0
Increasing teachers' technical knowledge	275	79.5	131	77.1	406	78.7
Sufficient computers used by learners	257	74.3	132	77.6	389	75.4
Need to have a specific classroom	240	69.4	113	66.5	353	68.4
Establishment of computer laboratory	230	66.5	116	68.2	346	67.1
Working / Fast internet connection	222	64.2	102	60.0	324	62.8
Adequate time to prepare materials based on technology	193	55.8	91	53.5	284	55.0
Taking class lectures using computer	120	34.7	53	31.2	173	33.5
More ICT training required	7	2.0	2	1.2	9	1.7
Long term training required	5	1.4	3	1.8	8	1.6
Allocation of computer for every teacher will be better	1	0.3	6	3.5	7	1.4
Refreshers training required	2	0.6	4	2.4	6	1.2
N	346	-	170	-	516	-

3.5 Teachers' need in respect to their expectation and classroom practice

The distribution of adequate ICT materials is widely desired by the teachers as well as the Upazilla/Thana Education Officer and PTI trainers. Considering the money constraints though it may take reasonable time but most of the respondents' upheld the need of supplying ICT tools in the classroom to ensure effective use of it. The number of ICT tools supplied to the schools is insufficient comparing to the number of students. So the teachers do not get enough time to prepare the digital contents and provide an extra time at home or take help of others to prepare the content. The teachers also mentioned the necessity of a specific room which will be technology-friendly and ICT based classes will be held there too. Besides a computer laboratory will be more helpful for them.

> **'We've shortage of time, teachers and classrooms against a huge number of students. So, if we want to practice with ICT tools and prepare contents for the children then we need separate computer laboratory and classroom.'**
> **– FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Sylhet**

In terms of training most of the teachers think that the training was sufficient for them and they were adequately trained regarding the ICT tools and its' usage. Further they were provided with a website address through which they can contact for any more information or in case of any difficulties faced with usage of ICT tools. Still some of the respondents think more training could be arranged for the improvement of their performance. As one of them said:

> **'There is no end of learning process and thus more training was necessary for the teachers.'**
>
> **– PTI Trainer, KII, Chittagong.**

According to the teachers there were fewer trainers in contrast with the teachers and insufficient time for the training. As ICT tools were relatively new to the teachers and the trainers had to finish their training within the scheduled time so the teachers opined that the duration of training period could be increased for their better learning. They still believe a second phase of ICT training would more help them to rectify their mistakes and increase performance. Training on the usage of Photoshop, video clippings, both English and Bangla dictionary etc. could be useful for the teaching-learning purpose.

Chapter Four: Qualitative Data Analysis and Interpretation

a) <u>**What are the teachers' understanding and experience of ICT in the classroom and its use?**</u>

From your perspective, what is the usefulness of the Computer-based or internet based materials in the Classroom? Can you please tell the reason behind it?

Sometimes the teachers download contents related with 'Victory Day', '21st February' or any other special day or occasion and then show that content to the children using a projector which helps children to know more in an easier way. The teachers opined that such method of using computer and internet in the classroom is extremely helpful in terms of the children's' proper development of talent and they enjoy this method too.

b) <u>**What are the challenges to employ ICT in the classroom?**</u>

From your experience, is there any challenge that teachers face in employing ICT tools in the classroom or what could be the challenges to employ ICT tools in the classroom? Why do you think that? How can one overcome from that situation?

The respondents from Dhaka mentioned that the schools of Dhaka usually do not face any problem in terms of using ICT materials. According to them since electricity is ensured and there is no infrastructural problem in Dhaka, so using tools in the schools is not much difficult here.

> **'We visited a lot of schools in Dhaka and no such problem was found in employing ICT tools in the schools.'**
>
> **– PTI Trainer, KII, Dhaka.**

On the other hand some infrastructural problems were mentioned by the teachers and PTI trainers from some other parts of the country. In some cases it was found that the ICT tools are usually kept in the head master's room in the school and used when necessary. According to the teachers at times it causes problem in easy excessing to and using ICT tools and also power outage is another problem identified by the respondents around the country in employing the ICT tools. Sometimes the teachers get demotivated in using the ICT tools as they do not take the training with importance and thus do not want to use these tools in the classroom. The class-room space is not sufficient in many schools of the country and consequently it takes time to set up the ICT tools in the classroom but increasing the duration of class-time is not possible as well.

4.1 Availability of necessary pre-conditions for effective use of multimedia equipment

Can you please tell something about ICT tools or equipment?

According to the school teachers, head teachers and Upazilla/Thana Education Officers (UEOs/TEOs) understanding and experience, usage of ICT materials have increased students' interest in the classroom and in overall study. The students have found it as an innovative and hands on media for their learning process. The PPT presentation attracts the students in their lessons and this lesson last long in their mind which is a positive sign of using ICT equipment in the classroom. In order to teach the students at first it is important for the primary school teachers to get trained on ICT tools and its' usage in teaching-learning process. The ICT tools are to use to present the correct pictures in front of the children, so that they can learn through seeing things lively.

We all know that different ICT tools are being used in educational purposes; can you please tell me how do you see the usage of ICT tools in teaching-learning process?

According to the teachers there is no alternative instead of moving forward with IT as mentioned by the teachers, using these ICT tools students will be able to understand more elaborately and explicitly. The teachers also mentioned about the importance of internet or computer oriented teaching method in the classroom. According to their opinion this type of teaching method helps the children to learn, think and visualize properly and reduce labor for the teachers. An instance provided,

> **'Say we are teaching environment pollution in the class. Now if we can provide some pictures of pollution, so the students will be able to see and learn environment pollution appropriately.'**
>
> **– KII, Head Teacher, Chittagong.**

They think the usage of ICT tools is very effective because it helps to understand one's speech appropriately and thereby hold it in mind.

Does your school have ICT tools? Yes/No? What type of ICT tools does his/her school has. (Computer, Laptop, Projector, Printer, Scanner, Internet, DVD/CD player, Cassette player, Radio etc.)?

The school teachers, head teachers and Upazilla/Thana Education Officers (UEOs/TEOs) informed that since the inauguration of ICT in education they have received a computer with mouse, keyboard, sound box and other equipment (multi-plug, display cable etc.) along with a multimedia projector with screen and an internet modem. In most cases the ICT tools were found in working condition in almost all the schools though some of the respondents mentioned that their computer screen is not getting the light properly or the projector is disturbing at times.

They mentioned that they use these tools in the classroom regularly and the assigned teachers take classes with ICT tools periodically. They also show presentation and use the ICT tools on

different occasions out of the class but whatever they do; they do it for the students. They mentioned to use the ICT tools and show presentation on 'Independence Day' or 'Victory Day' in order to observe and represent the characteristic and importance of the particular day to the students.

What type of ICT tools does your school have? Are they in working condition? If yes, then, are they used in the teaching and learning process? If not, then why not?

In regard to ICT tools at school, all the schools were found to have computer, projector and modem in common. Apart from this speaker, sound-box and multi-plug was also found in the schools. ICT equipment was found in working condition or functional almost in all the schools.

> **'We take ICT classes regularly. We take ICT class for three days in a week and our teachers also enjoy taking those ICT classes.' – KII, Head Teacher, Chittagong.**

What type of ICT tools do you use in your classroom?

There are specific ICT trained teachers as well as ICT tools (laptop, projector, sound-box) in the schools. They create digital content for the students using the ICT tools and show that content in the classroom through a projector to teach the students. The respondents mentioned that sometimes they use mobile phone or smart phone to download picture from the internet and then show it to the students. Also at times they take picture of contents with the camera of the mobile phone and then use it to prepare their PPT for the students.

Have you received any training on the use of ICT tools?

The teachers were provided training on the basic knowledge of computer (start, shut down) as well as word typing, MS Power-point, how to open a folder, how to create a file, how to make different slides using animation and thus prepare a PPT to take class using that PPT presentation, how to browse internet and download contents (audio and video) using different search engines (Google, Mozilla Firefox etc.), how to open and use an email account etc. Some of them mentioned to get the lesson on MS Office installation and how to use contents from the mobile phone in the PPT.

The training was recognized as practically useful and effective by the respondents. They learnt to manage MS PowerPoint application and to create PPT on their own and also to present it in the classroom which was vital for the teachers as they take regular classes on PowerPoint. They also learnt to use the downloaded pictures and videos in the PowerPoint slides, to work with the smarter and shapes in the slides and to share their contents with their teachers blog on internet from where other teachers can also share and collect contents as necessary. Besides the usage of own email was also very fruitful as it made easier for them to communicate with each other through the mail now. They believe the ways they are taking classes through PPT presentation are being truly effective for the children.

'It is difficult to remember the lessons of subjects like English or Bangla but now it has become easier to remember for the students.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Rangpur.

This all important training has brought significant changes in the life of school teachers. Previously they were not much aware of technology or ICT tools but now the training has opened the door for them to learn and implement ICT in practical life. Hence, the respondent made a significant comment,

'I am also learning something new every day unlike the children.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Rangpur.

The respondents mentioned that they use different software and applications in the computer. They use MS Office, Google, Mozilla Firefox, Avro keyboard for Bangla typing, YouTube etc. They use different pictures, audio and videos while taking the computer class with the students. They try to add contents based on the particular subject-class (e.g. Bangla, Mathematics etc.). They think the Avro, Google and Mozilla Firefox are the most useful software as they have to do the Bangla typing and check their mail most of the times.

The subject-matters and contents were sufficient to learn within the time-frame of the training session and the PTI trainers also did a good job, according to the respondents. They tried to take the lessons from the trainers as much as they can but at the end of the day they felt it would be a rather effective learning process if the training could be extended for a few days more. Some of the respondents mentioned that due to a short training course they can't properly capture all the lessons during the training period and they have already forgotten some lessons too. As a result a refreshers training was urged by the school teachers as well as the PTI trainers and head teachers. In Chittagong it was noticed that most of the respondents either don't have a computer in their schools or can't use it due to lack of proper access. Therefore, those who have already received the training and can't get enough opportunity for practicing also felt the necessity for the refreshers training. One of the major problems faced during the training session was frequent power outage as there was no backup power supply available in the training room. Some of them stated the training was not fully effective as they can't learn all the topics like Bangla or English typing as the focus was on teaching the usage of PPT. The PTI trainers provided with a guideline to the trainees along with the twelve days training but the duration of the training was not sufficient to some of the teachers in order to understand the whole process.

'Those who are already expert on computer have learnt a lot from this training but for the beginners like us had to spend two days only to grab the mouse.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Khulna.

Some of the respondents also noticed that during the training session there was not sufficient computer for all the trainees and only one computer was allocated for 4/5 trainees which caused a great problem for them to learn within such a short period of training. The respondents also stated that due to the shortage of time and a lot of topic to discuss, the trainers tried to focus on broadly teaching one or two issues (instance, PPT) and other topics were covered by just providing a general knowledge and no in-depth discussion was present there. Sometimes it was

also difficult to open the mail during the training session as the internet experience was very slow in the PTI. Furthermore, they suggested for the inclusion of lessons regarding Windows or anti-virus installation in the computer, web browsing, making animation and using photo sync software etc. in the training manual.

4.2   Teachers perception regarding problems of ICT usage in the classroom

Have you faced any problem in using technology in your classroom?

It takes too long to prepare the required ICT content for a particular class as the teachers get lesser time to make the content. In most of the times teachers has to remain busy in taking classes and can't afford sufficient time during the school for the preparation of PPT or other contents. They also feel that as they are not the expert in operating ICT tools and still a beginner, therefore this is another reason for them to take it too long to prepare the contents. The respondents also stated that shortage of multimedia classroom is another problem as the students have to move from their classroom to the multimedia classroom and sometimes wait for an extra time to enter the multimedia classroom due to excessive schedule pressure of students of other grade classes. At times virus in the computer become a nuisance for the teachers which leads to a new set up for the computer. As one of the victim respondents stated,

> **'We often face the problem with virus in the computer due to frequent use of pen-drive. So we had to set up the computer quite a few times so far.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Barisal.**

Apart from all these problems, the respondents also noticed that their computer is become slow and sometimes some of the applications and contents do not open, sometimes the CD/DVD player, internet modem do not work properly, mouse and keyboard often stop working and the modem is also slow and do not get the internet connection continuously.

How you are managing the storage of the computer/laptop that your school has?

The respondents were found to storage their computers either in the school, on some occasions in the head teacher's room or the head teacher or the responsible teacher used to take the computer in his/her home for the safety. It was noticed that there are no night guards in many schools which leads to fewer or no safety at all for storing the ICT tools and also force the school administration to take the ICT tools (specifically computer) at home and bring back on the next morning. In addition the respondents mentioned that they take the computer at home during any long vacation, keep it to them for safety and then bring it back after the vacation. The respondents mentioned that there is no budget allocation for the schools to repair the damaged computer or any other equipment and also they don't know the appropriate place to go for repairing.

Is there anyone responsible for solving ICT related problem in your school? If yes, can you please tell us about his/her responsibilities at work? If no, do you think someone is required for solving ICT related problem in your school? Why do you think so?

In regard to ICT related activities in the classroom most of the respondents mentioned that there are no such person in their schools to solve any ICT related problem. They said that the school teachers those who received ICT training was not provided with the training to resolve the problems arise in ICT usage. Consequently the school administration has to take their ineffective computer to a servicing center which is far away from the school and sometimes they have to wait in search for a service center and it takes time and money to fix the computer again. So, a trained responsible person for each school is much desired by the respondents for prompt solution of ICT related problems through which they can save both money and time.

4.3   Teachers' perception of effective ways for teaching-learning purposes

In your opinion, what will be more effective in terms of ICT tools usage when it comes to teaching and learning?

In accordance with the respondents' view usage of ICT in the classroom has already encouraged the students in the learning process and made them attentive in the class as well. As one of the respondents supported the effectiveness of ICT in the classroom by saying:

> *'Now the students are enjoying every moment of it and we can incarnate each and every topic we want to share with the students.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Chittagong.*

The students feel excited and become more attentive during the ICT based classes. At the same time the teaching-learning process become easier, enjoying and the lessons lodge into the students' head.

> *'When we take a class with the projector they remain quiet in the class but in a normal class they are very noisy and keep talking with one another'. – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Sylhet.*

While asked about the effective ways for teaching-learning purposes, emphasize from the teachers was to enhance the ICT tools or materials in the schools as well as to arrange more training session for the teachers. They think the duration of the ICT training should be increased too along with the number of training sessions and a second phase of training could be organized as well.

> *'I think refresher training should be arranged in every year for those who have got the ICT training.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Barisal.*

They mentioned the necessity of including all the schools in this program and prioritizing the new generation for this program. It is important to target more schools and provide ICT training to more teachers through PTI trainers in order to encourage the usage of ICT equipment in teaching-learning process and thus increase the number of beneficiary students of ICT materials. One of the respondents cited,

> *'If the mother is a good cook then she can feed her child well, likewise if the teacher is well trained only then the students will become ultimate beneficiary.' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Chittagong.*

The respondents also shared the necessity of continuous electricity during the school period for a better use of ICT tools in the classroom. Besides they also expressed their desire for a fixed budget allocation for internet service and repairing of the ICT tools as the government primary schools have no separate fund to allocate in this purpose. A monthly or quarterly visit or inspection of the responsible ICT person of the PTI in all the GPSs of their respective areas was also expected by the respondents. They think it will ensure proper maintenance and service of ICT tools through record keeping as well as help the ICT teachers to improve their skill from time to time.

According to the respondents, there is fewer or no opportunity in the country in terms of using ICT in Bangla reading instructions. The students are usually taught the Bangla alphabets by showing the pictures in the textbook. Instead of that an emphasize on using the ICT equipment would enable the students to get interest in Bangla class and thereby learn more through the use of it.

> *'We can show the Bangla alphabets from the textbook but the children would feel more interest in Bangla lesson and learn faster if we could show them the alphabets through multimedia presentation' – FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Khulna.*

It was also indicated by the respondents that the NGO and private sector can also provide assistance to the government within the existing plan and structure to better run the program. Many of the respondents mentioned that building ICT based contents and providing training will not help much to the teachers as well as the students. Instead of that a suitable combination between ICT contents and the ICT equipment is much important which could be an effective way for teaching-learning purposes.

4.4 Teachers' need in respect to their expectations and classroom practices

The distribution of adequate ICT materials is widely desired by the teachers as well as the Upazilla/Thana Education Officer and PTI trainers. Considering the money constraints though it may take reasonable time but most of the respondents' upheld the need of supplying ICT tools in the classroom to ensure effective use of it. The number of ICT tools supplied to the schools is insufficient comparing to the number of students. So the teachers do not get enough time to prepare the digital contents and provide an extra time at home or take help of others to prepare the content. The teachers also mentioned the necessity of a specific room or an ICT lab well-

equipped with ICT tools which will be technology-friendly and ICT based classes will be held there too. The classrooms used at the moment are also too small to take ICT class with the huge number of students. So they opined to establish a separate and large ICT room for conducting the ICT classes. Some of the respondents suggested providing a printer which will enable them to take a print copy of the contents and distribute to the students. Besides a computer laboratory will be more helpful for them.

> *'We've shortage of time, teachers and classrooms against a huge number of students. So, if we want to practice with ICT tools and prepare contents for the children then we need separate computer laboratory and classroom.'*
> *– FGD, Head Teachers, School Teachers, PTI Trainer and Upazilla Education Officers, Sylhet.*

The findings from the group discussion also depicts the need for more laptops in the schools as well as the continuous power supply and for the power supply they also suggested to install solar power at least for the ICT class.

In terms of training most of the teachers think that the training was sufficient for them and they were adequately trained regarding the ICT tools and its' usage. Further they were provided with a website address through which they can contact for any more information or in case of any difficulties faced with usage of ICT tools. Still some of the respondents think more training could be arranged for the improvement of their performance. As one of them said:

> **'There is no end of learning process and thus more training was necessary for the teachers.'**
> **– PTI Trainer, KII, Chittagong.**

According to the teachers there were fewer trainers in contrast with the teachers and insufficient time for the training. As ICT tools were relatively new to the teachers and the trainers had to finish their training within the scheduled time so the teachers opined that the duration of training period could be increased for their better learning. They still believe a second phase of ICT training would more help them to rectify their mistakes and increase performance. Training on the usage of Photoshop, video clippings, both English and Bangla dictionary etc. could be useful for the teaching-learning purpose.

Chapter Five: Findings

Following is the highlight of the major findings focusing the four objectives of the study.

1. Classify GoB primary schools in terms of the availability of necessary pre-conditions for effectively using multimedia equipment.

The study took an endeavour to observe and dig out the recent situation of necessary pre-conditions for effective use of multimedia equipment. It is obvious from the study that almost 99% schools have computer with Windows 7 operating system, 99% schools have multimedia projector and 91% of the total schools has internet connection. Further the study explored that 95% of the internet connection was active and 97% of the school teachers have access to those internet connections. Almost all (99.6%) the respondents received the 12 days long 'Digital Content Training' organized by DPE and 97% of them opined that the training was effective for them. Also 95% of these respondents found it effective due to the lessons on computer and projector and the science teacher (63%) was found the most user of computer. Almost 55% of the respondents use these tools once in a week.

2. Identify the problems that teachers face to use technology in their classrooms.

As much as 90% respondents faced challenges in using ICT tools and almost 80% stated the shortage of computer used by teachers as the main challenge faced by them. Besides, another 75% of the respondents noticed power outage and lack of ICT friendly classroom as the main challenge. In addition, lack of sufficient training and manuals, classroom space, hardware or software problem are some other problems mentioned by the respondents.

3. Take stock of what teachers think may be more effective for teaching-learning purposes.

First of all a refresher training is extremely important for the trained teachers in a regular basis. Besides, more arrangement of training for all the teachers is also necessary to create a smooth and ICT friendly teaching-learning process for all. In addition, regular ICT based class for the students is also needed for effective teaching-learning purposes.

4. Identify the need for teacher training according to teachers own expectations and classroom practices.

Almost all (99%) the respondents found the training fruitful though still a high (96%) portion of them feel more contents could be added in the training manual. A huge amount (82%) of respondents mentioned the requirement of ICT friendly classroom. Besides 79% respondents mentioned technical knowledge and another 75% respondents stated the need of sufficient computers for the teaching-learning purposes.

Chapter Six: Recommendation

As the government of Bangladesh has already started to distribute ICT materials to the government primary schools, so the necessary training as well as the environment is a pre-requisite to ensure proper utilization of ICT tools and the digital contents in teaching-learning process. As the study went through an effective survey and in depth interview all over the country, some points of discussion from the above analysis could be recommended to adopt for the better implementation of the project. Following issues are recommended for consideration based on the findings of this situation analysis:

- The number of ICT materials distributed to the schools is noticed as disproportionate by the respondents in comparison with the total students and classes of the respective school. So proper and timely allocation of ICT materials for all the classes and students become tough for the schools. Hence, the requirement of more ICT equipment is necessary to better utilize the ICT tools in teaching-learning process.

- Although the respective teachers of a particular school are providing with decent training on the usage of ICT tools but they were not trained for troubleshooting. Therefore it is important to either train those teachers or ensure trained personnel in the respective union/Upazilla for resolving any kind of technological problems. On this point a visit or inspection could be arranged by the responsible ICT personnel of District/Sub-district/Thana level PTI to their respective GPSs periodically to enable better performance of the ICT tools and troubleshooting through record keeping.

- As we have known from the respondents' that power outage is a frequent hindrance for the teachers in terms of using ICT tools in the classroom and in overall teaching-learning process, uninterrupted supply of electricity in the schools needs to be ensured by the government in order to create an ICT friendly environment.

- Since ICT materials are relatively unknown and unfamiliar to the people living outside the cities and especially in the bordering areas, there is a lack of sufficient and skilled computer mechanic in those areas. As a result of that when the computer, projector or other ICT tools get out of order then the repairing becomes a complex issue for the school administration and it often takes extra money and long time to fix the tool. Therefore, the complexity of repairing the ICT tools needs to be solved. The issue can be resolved or at least reduced by ensuring the repairing of ICT tools through PTIs.

- The training provided to the teachers was noticed insufficient by most of the respondents. They think the duration of the training was not adequate to learn about the usage of ICT materials. Therefore a second phase of training or refreshers training can be organized for those teachers to better enhance their performance. Moreover, a specific training on addressing integration of ICT tools or digital contents in the classrooms will be as assets for teachers.

- There is a lack of ICT friendly classroom in the schools. The ICT materials needs to be moved from one place to another, teachers get inadequate time to prepare materials,

sometimes the equipment do not work properly and sometimes it becomes difficult to use the tools in the classroom (e.g. fixing a projector is often difficult due to insufficient space in the classroom). As an overall solution of these problems, a specific classroom can be used for keeping the ICT equipment. This will also enable the safety of the tools.

- The study findings depict that only the increase in number of ICT equipment and training will not help the students to learn more or pay attention in the class. Rather the classroom sessions need to be more interactive through equal participation of both students and teachers. The use of ICT tools and contents need to be participatory in the teaching-learning process which can lead to a fruitful lesson for the students.

- It has been observed and opined by the respondents that there is no notable use of ICT in Bangla lesson in the teaching-learning process for the students. Hence, less ICT use in Bangla lesson show the need for promoting or creating a mechanism on increasing ICT use in Bangla class.

- Teachers often use internet to prepare the content for the students but the internet speed is often too slow in the rural areas. So, a faster internet service can be ensured through providing 3G internet service in the schools.

- As seen in the study that the relevant contents are hardly found on the internet those are aligned with a specific lesson or teaching learning process, so It would be excellent if there is a specific website containing digital materials for serving the purpose of the teachers when they face difficulties in finding proper materials.

- Last but not the least, a common scenario for the primary level teachers was their complete illiteracy or lack of knowledge regarding ICT and the use of it. As a result of that it took more time for them to learn the use of ICT materials during the 'Digital Content Training' provided by DPE. Therefore, preliminary computer training could be arranged in general for all the primary level teachers prior to incorporating ICT in classroom teaching-learning process.

Chapter Seven: Conclusion

Information and communication technology (ICT) has become an essential element of teaching method in the developed countries and now being adopted in full phase in the developing countries as well. In the process Bangladesh also deeply realized the importance of ICT which is immensely valuable for building up an advanced, modern and skilled nation and thereby enabling the foundation of the digital Bangladesh. In order to keep pace with the progressive world Bangladesh need to introduce a technology oriented education system which is almost impossible without employing ICT tools in the school system and using digital contents in the teaching-learning process. Thus the government of Bangladesh has already undertaken the noble venture of introducing ICT in Education in the primary schools all over the country. In this regard the situation analysis study aimed to look at the recent condition of the ICT equipment in selected schools of the country. The study explored the ICT tools available in all the schools though there is a shortage of adequate equipment. In addition the teachers were also trained on the usage of ICT tools by the trainers of Primary Training Institute (PTI). Moreover, primary school teachers have acquired a decent knowledge about preparing the digital contents and using those contents in the teaching-learning process. In contrast, according to the trained teachers, head teachers and Upazilla/Thana Education Officers refreshers training session could be organized for the teachers those who already received the training. Besides, more training needs to be organized for other teachers of the respective schools and supply of sufficient ICT tools is also required in comparison with the students of the schools.

Annex

a) **Tables**

Q108_DES. How many computers does this school have? Desktop

Indicators	N	%
1	48	84.2
2	8	14
5	1	1.8
Total	57	100

Q108_LAP. How many computers does this school have? Laptop

Indicators	N	%
1	487	97.6
2	11	2.2
3	1	0.2
Total	499	100

Q108_TAB. How many computers does this school have? Tablet

Indicators	N	%
1	2	66.7
2	1	33.3
Total	3	100

Q109. How many computers of this school are in working condition or functional?

Indicators	N	%
1	453	90.6
2	36	7.2
3	9	1.8
4	1	0.2
7	1	0.2
Total	500	100

Q112. From where did you get this computer?

Indicators	N	%
From the government	498	99.0
Present from community elite	26	5.2
From community people	7	1.4
Member of Parliament	5	1.0
Upazilla Office	4	0.8
From NGO	4	0.8
Purchased by school fund	3	0.6
TR Project	1	0.2
School Teacher	1	0.2
Rahimafrooz	1	0.2
Total	503	109.3

Q113. Do you use active licensed antivirus protection for the computers?

Indicators	N	%
Yes	327	65
No	176	35
Total	503	100

Q130. Does the school have any Television?

Indicators	N	%
Yes	32	6.3
No	477	93.7
Total	509	100

Q131. If yes, then how many functional Televisions does the school have?

Indicators	N	%
1	32	100
Total	32	100

Q132. Does the school have any Radio?

Indicators	N	%
Yes	15	2.9
No	494	97.1
Total	509	100

Q133. If yes, then how many functional Radios does the school have?

Indicators	N	%
1	15	100
Total	15	100

Q134. Do the teachers of this school have mobile phone?

Indicators	N	%
Yes	508	99.8
No	1	0.2
Total	509	100

Q135. How many teachers of this school use smart (mobile) phone?

Indicators	N	%
1	91	25.1
2	63	17.4
3	60	16.6
4	39	10.8
5	30	8.3
7	15	4.1
8	14	3.9
6	12	3.3
10	12	3.3
9	9	2.5
12	9	2.5
11	3	0.8

Indicators	N	%
13	2	0.6
14	1	0.3
19	1	0.3
20	1	0.3
Total	362	100

b) **Division wise distribution of the quantitative samples**

Division Name	Dist Name	Model school	Govt. schools	Total
Rajshahi	Bogra	10	20	30
	Nawabgonj	3	10	13
	Rajshahi	9	16	25
	Natore	5	9	14
Total		**27**	**55**	**82**
Rangpur	Nilfamari	5	9	14
	Rangpur	6	14	20
	Lalmanirhat	4	7	11
	Kurigram	7	11	18
Total		**22**	**41**	**63**
Khulna	Shatkhira	6	10	16
	Khulna	8	18	26
	Jessore	5	13	18
Total		**19**	**41**	**60**
Barisal	Barisal	8	15	23
	Pirojpur	6	9	15
	Jhalokathi	3	6	9
	Patuakhali	6	9	15
Total		**23**	**39**	**62**
Dhaka	Dhaka	12	28	40
	Tangail	10	22	32
	Gazipur	3	11	14
Total		**25**	**61**	**86**
Sylhet	Sylhet	11	23	34
	Hobigonj	6	10	16
	Moulvibazar	6	11	17
Total		**23**	**44**	**67**
CTG	Comilla	14	28	42
	Rangamati	3	9	12
	CTG	15	29	44
Total		**32**	**66**	**98**
Total		**171**	**347**	**518**

c) **Study Tools**

School Infrastructure Checklist

Situation Analysis for strengthening the application of ICT in government primary schools (GPS)
Type of Respondent: Govt. Primary School Teacher

Informed Consent
The Nielsen Company (Bangladesh) Limited, one of the leading survey research companies, is conducting a study, on behalf of Save The Children on ICT capacities and digital material for early grade Bangle reading instruments in Government primary school. The name of the study is Situation Analysis for strengthening the application of ICT in government primary schools (GPS). As a part of the study, information on your school's ICT infrastructure is very important for us. Information provided by you will be kept strictly confidential and only be used for research purpose. Below we have listed down some issues related to ICT materials on which we would expect response based your school's capacities. Please circle the given code numbers beside the answers against given questions and write down answers as appropriate.
দ্য নিলসেন কোম্পানী (বাংলাদেশ) লিমিটেড একটি প্রথম সারির গবেষণা প্রতিষ্ঠান। বর্তমানে এই কোম্পানী সেইভ দ্য চিল্ড্রেন এর পক্ষ থেকে সরকারি প্রাথমিক বিদ্যালয়ে বাংলা পঠন দক্ষতা সম্পর্কিত আইসিটি সক্ষমতা ও ডিজিটাল উপকরণের পর্যাপ্ততা নিয়ে একটি গবেষণা কাজ পরিচালনা করছে। সেইভ দ্য চিল্ড্রেন এই গবেষণা পরিচালনার জন্য প্রাথমিক শিক্ষা অধিদপ্তর থেকে দায়িত্ব পেয়েছে। গবেষণা কাজের একটি অন্যতম অংশ হিসেবে আপনার বিদ্যালয়কে একজন তথ্য প্রদানকারী বিদ্যালয় হিসেবে নির্বাচিত করা হয়েছে। আপনার বিদ্যালয়ের আইসিটি বিষয়ক সক্ষমতা এবং ডিজিটাল উপকরণের পর্যাপ্ততা বিষয়ক বিভিন্ন তথ্য এই গবেষণার জন্য অতন্য গুরুত্বপূর্ণ। আপনার দেয়া তথ্যসমুহ সম্পূর্ণ গোপন রাখা হবে এবং কেবল গবেষণার কাজে ব্যবহার করা হবে। সহযোগিতার জন্য আপনাকে অগ্রিম ধন্যবাদ।

__Please circle on the code number given beside the answering option against every question, write down your responses and skip where necessary.__

Section A

No.	Questions and Filters	Coding Categories	Code	Skip
101.	Please write the name of the school. অনুগ্রহ করে স্কুলের নাম লিখুন।	....		
102.	Please write the school code/EMIS code. অনুগ্রহ করে স্কুলের কোড/ ই এম আই এস কোড লিখুন।	....		
103.	Please write the address of the school. স্কুলের ঠিকানা লিখুন।	....		
104.	Does this school have electricity connection? স্কুলটিতে কি বৈদ্যুতিক সংযোগ রয়েছে?	Yes হ্যাঁ	1	Please go to Q105
		No না	2	Please go to Q132
105.	What kind of electricity connection does this school have? স্কুলটিতে কি ধরনের বৈদ্যুতিক সংযোগ রয়েছে?	Solar Power সৌর বিদ্যুৎ	1	
		Normal Electricity সাধারণ বিদ্যুৎ সংযোগ	2	

41

No.	Questions and Filters	Coding Categories	Code	Skip
		Others (Please specify) অন্যান্য (নির্দিষ্ট করুন)		
106.	Does this school have any computer? এই স্কুলে কি কোন কম্পিউটার আছে?	Yes হ্যাঁ	1	Please go to Q107
		No না	2	Please go to Q115
107.	What kind of computer/electronic device does this school have? এই স্কুলে কোন ধরনের কম্পিউটার/ ইলেক্ট্রনিক যন্ত্র রয়েছে?	Desktop ডেস্কটপ	01	
		Laptop ল্যাপটপ	02	
		Tablet ট্যাবলেট	03	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
108.	How many computers does this school have? কতটি কম্পিউটার আছে? (পাশের ঘরে সংখ্যায় লিখুন)	Desktop ……………… (no.) ডেস্কটপ.........টি		
		Laptop ……….….… (no.) ল্যাপটপ.........টি		
		Tablet…………………..(no.) U¨ve‡jU.........wU		
109.	How many computers of this school are in working condition or functional? কতটি কম্পিউটার কার্যক্ষম বা সচল রয়েছে?	.....……. (no.) ....wU		
110.	What operating system install in the computer/ computers/ Laptop? কম্পিউটার/ ল্যাপটপগুলোয় কোন অপারেটিং সিস্টেম ইন্সটল করা আছে?	Windows XP উইন্ডোজ এক্সপি	0 1	
		Windows 7 উইন্ডোজ ৭	02	
		Windows 8 উইন্ডোজ ৮	03	
		Others (Please Specific) অন্যান্য (নির্দিষ্ট করুন)		
111.	What version of MS office do the computers of this school have? এমএস ওয়ার্ড এর কোন ভার্সন এই স্কুলের কম্পিউটারে রয়েছে?	Office 2003 অফিস ২০০৩	01	
		Office 2007 অফিস ২০০৭	02	
		Office 2010 অফিস ২০১০	03	
		Others (Please Specific) অন্যান্য (নির্দিষ্ট করুন)		
112.	From where did you get this computer? GB Kw¤cDUvi/ Kw¤cDUvi¸‡jv †Kv‡Ì‡K †c‡q‡Qb?	From the government সরকারের কাছ থেকে	01	
		Purchased by school fund স্কুলের ফান্ড থেকে কেনা হয়েছে	02	

No.	Questions and Filters	Coding Categories	Code	Skip
		From NGO কোন এনজিও থেকে	03	
		Present from community elite কমিউনিটির গণ্যমান্য কেউ উপহার দিয়েছেন	04	
		From community people/ স্থানীয় জনগণের কাছ থেকে	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
113.	Do you use active licensed antivirus protection for the computers? কম্পিউটারগুলোর ভাইরাস প্রতিরক্ষার জন্য কি লাইসেন্সকৃত এন্টিভাইরাস ব্যবহার করা হয়?	Yes হ্যাঁ	1	
		No না	2	
114.	Which subject teacher mostly uses computer for teaching purpose? কোন বিষয়ের শিক্ষক পড়ানোর জন্য এই স্কুলের কম্পিউটার বেশি ব্যবহার করে?	Bangla বাংলা	1	
		Mathematics অংক	2	
		Science বিজ্ঞান	3	
		English ইংরেজি	4	
		Social Science সমাজ বিজ্ঞান	5	
		Religion ধর্মশিক্ষা	6	
		Arts and crafts চারু ও কারুকলা	7	
		Physical Training শারীরিক শিক্ষা	8	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
115.	Does this school have projector? স্কুলে কি কোন প্রোজেক্টর আছে?	Yes হ্যাঁ	1	Please go to Q116
		No না	2	Please go to Q119
116.	If yes, then what kind of projector does this school have? যদি হ্যাঁ হয় তবে স্কুলে কোন ধরনের প্রোজেক্টর আছে?	Overhead projector ওভারহেড প্রোজেক্টর	1	
		Multimedia projector মাল্টিমিডিয়া প্রোজেক্টর	2	
117.	How many projectors does this school have? কতটি প্রোজেক্টর রয়েছে?	Overhead projector (OHP) ……. (no.) ওভারহেড প্রোজেক্টর (ওএইচপি)........ টি	1	
		Multimedia projector ….. (no.) মাল্টিমিডিয়া প্রোজেক্টর........ টি	2	
118.	How many projectors of this school are in working condition? কতটি প্রোজেক্টর কর্মক্ষম রয়েছে?	…..……. (no.) ....টি		
119.	Does this school have speakers to be	Yes	1	Please go to

No.	Questions and Filters	Coding Categories	Code	Skip
	used with computers? স্কুলে কি কোন স্পিকার রয়েছে কম্পিউটারে ব্যবহারের জন্য?	হ্যাঁ		Q120
		No না	2	Please go to Q122
120.	Are those speakers in working condition or functional? স্পিকারগুলো কি কর্মক্ষম/সচল রয়েছে?	Yes হ্যাঁ	1	Please go to Q121
		No না	2	Please go to 122
121.	If yes, then how many speakers does this school are in working condition or functional? যদি হ্যাঁ হয়, তবে কতটি স্পিকার কর্মক্ষম/সচল রয়েছে?	......……. (no.) ....টি		
122.	Does this school have internet connection? স্কুলে কি কোন ইন্টারনেট সংযোগ আছে?	Yes হ্যাঁ	1	Please go to Q123
		No না	2	Please go to Q127
123.	What kind of internet connection does this school have? কোন ধরনের ইন্টারনেট সংযোগ রয়েছে?	Broadband Connection ব্রডব্যান্ড সংযোগ	01	
		Wireless (modem) Connection ওয়ারলেস (মডেম) সংযোগ	02	
		Mobile phone internet মোবাইল ফোন ইন্টারনেট	03	
124.	Is the internet connection active? ইন্টারনেট সংযোগটি কি সচল আছে?	Yes হ্যাঁ	1	Please go to Q125
		No না	2	Please go to Q127
125.	Do the teachers of this school have the access to the school's internet connection? স্কুলের শিক্ষকগণ কি স্কুলের ইন্টারনেট সংযোগ ব্যবহার করতে পারেন?	Yes হ্যাঁ	1	Please go to Q126
		No না	2	Please go to Q127
126.	When do the teachers use school's internet connection? শিক্ষকগণ কখন স্কুলের ইন্টারনেট সংযোগ ব্যবহার করেন?	During school hours স্কুল চলাকালীন সময়ে	1	
		After school hours স্কুলের পরে	2	
		Both উভয় সময়েই	3	
127.	Does the school have any DVD/CD player? স্কুলে কি কোন ডিভিডি/সিডি প্লেয়ার আছে?	Yes হ্যাঁ	1	Please go to Q128
		No না	2	Please go to Q130
128.	Are those DVD/CD players in working condition or functional? ডিভিডি/সিডি প্লেয়ার গুলো কি কার্যক্ষম/ সচল রয়েছে?	Yes হ্যাঁ	1	Please go to Q129
		No না	2	Please go to Q130
129.	If yes, then how many DVD/CD players in working condition or functional?	……………………………… .. (no.) ....টি		

No.	Questions and Filters	Coding Categories	Code	Skip
	যদি হ্যাঁ হয়, তবে কতটি ডিভিডি/সিডি প্লেয়ার সচল রয়েছে?			
130.	Does the school have any Television? এই স্কুলে কি কোন টেলিভিশন আছে?	Yes হ্যাঁ	1	Please go to Q131
		No না	2	Please go to Q132
131.	If yes, then how many functional Televisions does the school have? যদি হ্যাঁ হয়, তবে কতটি টেলিভিশন সচল রয়েছে?	………………………………… .. (no.) ………টি		
132.	Does the school have any Radio? এই স্কুলে কি কোন রেডিও আছে?	Yes হ্যাঁ	1	Please go to Q133
		No না	2	Please go to Q134
133.	If yes, then how many functional Radios does the school have? যদি হ্যাঁ হয়, তবে কতটি রেডিও সচল রয়েছে?	……………………….. (no.) ………টি		
134.	Do the teachers of this school have mobile phone? স্কুলের শিক্ষকগণ কি মোবাইল ফোন ব্যবহার করেন?	Yes হ্যাঁ	1	Please go to Q135
		No না	2	End
135.	How many teachers of this school use smart (mobile) phone? স্কুলের কতজন শিক্ষক স্মার্ট (মোবাইল) ফোন ব্যবহার করেন?	………………………………… .. (no.) ………জন		

Thank you!
আপনাকে ধন্যবাদ!

Situation Analysis for strengthening the application of ICT in government primary schools (GPS)

Type of Respondent: Teacher of Govt. Primary School

Name of Respondent	
Name of the School	
Detailed Address with Landmark	
Contact Number	
Interview Start Time	
Interview End Time	
Name of Interviewer	
I declare that the name, age, address and all other information appeared about the respondent, were totally unknown to me until the interview. I confirm that, before returning the questionnaire, I have checked that it meets the objectives and purpose of the study and it is totally in accordance with the instructions supplied to me for the survey. I, therefore, declare that the information given to me during the interview will be kept confidential and used only for the research purpose.	

Informed Consent

Hello, my name is ...., I came from Nielsen Bangladesh. At present we are conducting a study on Situation Analysis for strengthening the application of ICT in government primary schools (GPS). You have been selected as one of the respondents for the study based on random selection. Your opinion is valuable to us. Information provided by you will be kept strictly confidential and will only be used for research purpose. I ensure you that you'll not be harmed in any way by providing this information to me. [Also add if any benefit in future could be initiated by this research to anyone such as students/ teachers/ society/ school etc.] It is absolutely your discretion whether you will agree or not to be interviewed. We collect the authorization to conduct this situation analysis from Directorate of Primary School. Thank you in advance for your cooperation. Do you want to know anything else about this study? Can we start the interview now?

Agreed to participate......................1

Refused to participate …...................2 (Stop)

হ্যালো, আমার নাম .... । আমি নিলসেন বাংলাদেশ থেকে এসেছি। আমরা সরকারি প্রাথমিক বিদ্যালয়ে বাংলা পঠন দক্ষতা সম্পর্কিত আইসিটি সক্ষমতা ও ডিজিটাল উপকরণের পর্যাপ্ততা নিয়ে একটি গবেষণা কাজ পরিচালনা করছি। এই গবেষণা কাজে আপনাকে আমরা একজন তথ্য প্রদানকারী হিসেবে নির্বাচিত করেছি। আপনার মতামত আমাদের কাছে অত্যন্ৰ মূল্যবান। আপনার দেয়া তথ্যসমুহ সম্পূর্ণ গোপন রাখা হবে এবং কেবল গবেষণার কাজে ব্যবহার করা হবে। আমি আপনাকে নিশ্চিত করছি যে, আমাকে দেওয়া তথ্যের জন্য আপনার কোন ক্ষতি হবে না। (এই গবেষণার ফলে আরো কোন উপকার হয়ে থাকলে, যেমন, ছাত্রদের, শিক্ষকদের, সমাজের বা স্কুলের, তা ও বলতে পারেন। সাক্ষাৎকারটি আপনি দিবেন কি না তা সম্পূর্ণই আপনার ইচ্ছা। আমরা প্রাথমিক শিক্ষা অধিদপ্তর থেকে এই গবেষণা পরিচালনার দায়িত্ব পেয়েছি। সহযোগিতার জন্য আপনাকে অগ্রিম ধন্যবাদ। আপনি কি গবেষণার বিষয়ে আর কিছু জানতে চান? আমরা কি তবে সাক্ষাৎকার শুরু করতে পারি?

অংশগ্রহণকারী সম্মত হলে ১

সম্মত না হলে............২ (থামুন)

Section A: Demographic Information

No.	Questions and Filters	Coding Categories	Code	Skip
101.	Please write the name of the school. স্কুলের নাম লিখুন।			
102.	Please write the school code/EMIS code. অনুগ্রহ করে স্কুলের কোড/ ই এম আই এস কোড লিখুন।			
103.	Please write the address of the school. স্কুলের ঠিকানা লিখুন।			
104.	Record the sex of the	Male	01	

No.	Questions and Filters	Coding Categories	Code	Skip
	respondent. অংশগ্রহণকারীর লিঙ্গ রেকর্ড করুন।	cyi"l		
		Female মহিলা	02	
105.	What is your age as per your certificate? [Write down in complete figure] সার্টিফিকেট অনুযায়ী আপনার বয়স কত? (পুরো বয়স লিখুন)।	.... (years) .... বৎসর		
106.	What is the duration of your total professional career as a teacher? আপনি কতদিন যাবৎ শিক্ষকতা পেশায় রয়েছেন?	.... (month) .... মাস ....(years) .... বৎসর		
107.	What is your highest educational attainment? আপনার সর্বোচ্চ শিক্ষাগত যোগ্যতা কী? [Single response] (একটি উত্তর হবে)	S.S.C এসএসসি	01	
		H.S.C এইচএসসি	02	
		B.A. (pass) বি.এ.(পাস)	03	
		B.A. (honours) বি.এ.(সম্মান)	04	
		Masters মাস্টার্স	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
108.	From where have you received the computer training/ ICT training? আপনি কোথেকে কম্পিউটার/ আইসিটি	Governmental Institution (PTI/ A2I) (Please mention specific name) সরকারী প্রতিষ্ঠান (পিটিআই/এট্টআই)	01	

No.	Questions and Filters	Coding Categories	Code	Skip
	প্রশিক্ষণ নিয়েছেন?	(দয়া করে নাম নির্দিষ্ট করে বলুন)		
		NGOs (Please mention specific name) এনজিও (দয়া করে নাম নির্দিষ্ট করে বলুন)	02	
		Diploma/ Other professional training ডিপ্লোমা বা অন্য পেশাদারী প্রশিক্ষণ	03	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
109.	What was the duration of the training? সেই প্রশিক্ষণ কত দিনের ছিল?	..........(days) .... দিন		
110.	Do you think that the training was effective for you? আপনি কি মনে করেন, এই প্রশিক্ষণ আপনার জন্য কার্যকর ছিল?	Yes হ্যাঁ	01	Please go to Q111
		No না	02	Please go to Q112
111.	If yes, why do you think it was effective for you? [Response can be multiple] যদি হ্যাঁ হয়, তবে কেন কার্যকর ছিল বলে আপনি মনে করেন? (একাধিক উত্তর হতে পারে)	Learnt to use computer and projector কম্পিউটার ও প্রোজেক্টর ব্যবহার করা শিখেছি	01	
		Learnt to search the internet to collect information to prepare lessons পাঠ তৈরির জন্য ইন্টারনেট সার্চ করে তথ্য সংগ্রহ করা শিখেছি	02	
		Learnt use applications to prepare presentations for lessons পাঠ পরিচালনার জন্য বিভিন্ন এপ্লিকেশনস	03	

No.	Questions and Filters	Coding Categories	Code	Skip
		ব্যবহার করে প্রেজেন্টেশন তৈরি করা শিখেছি		
		Learnt to prepare exercises and tasks in computer for students ছাত্রদের জন্য অনুশীলনী ও কাজ কম্পিউটারে তৈরি করতে শিখেছি	04	
		Can communicate online অনলাইনে যোগাযোগ করতে পারি	05	
		For usage in personal purpose ব্যক্তিগত কাজে ব্যবহারের জন্য	06	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
112.	If not, why do you think it was not effective for you? [Response can be multiple] যদি না হয়, তবে কেন কার্যকর ছিল না বলে আপনি মনে করেন? (একাধিক উত্তর হতে পারে)	Course is insufficient প্রশিক্ষণ ম্যানুয়াল অপর্যাপ্ত ছিল	01	
		Integration of ICT use into the curriculum and teaching-learning process is difficult শিক্ষাক্রম ও শিক্ষণ-শিখন প্রক্রিয়ায় আইসিটি প্রয়োগ করা কষ্টসাধ্য	02	
		Short training duration প্রশিক্ষণের সময়কাল অল্প ছিল	03	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
113.	During the training session what kind of problem did you face? [Response can be multiple] এই প্রশিক্ষণ চলাকালে আপনি কী কী ধরনের	Did not understand what instructor said প্রশিক্ষকের কথা বুঝতে না পারা	01	
		Load shedding in training period প্রশিক্ষণ চলাকালে লোডশেডিং	02	

No.	Questions and Filters	Coding Categories	Code	Skip
	সমস্যার সম্মুখীন হয়েছেন ? (একাধিক উত্তর হতে পারে)	Short training duration প্রশিক্ষণের সময়কাল অল্প ছিল	03	
		Training material was not effective প্রশিক্ষণের উপাদানগুলো কার্যকরী না	04	
		Didn't face any problem কোন সমস্যার সম্মুখীন হইনি	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
114.	Do you think that ICT training/ Computer training was fruitful and making positive impact in your profession? আপনি কি মনে করেন, এই আইসিটি/ কম্পিউটার প্রশিক্ষণ আপনার পেশাগত জীবনে ফলপ্রসূ প্রভাব ফেলেছে?	Yes হ্যাঁ	01	Please go to Q115
		No না	02	Please go to Q116
115.	If yes, what is/ are the positive impact? [Response can be multiple] যদি হ্যাঁ হয়, তবে, কি ধরনের ইতিবাচক প্রভাব ফেলেছে? (একাধিক উত্তর হতে পারে)	Can teach students with confidence আত্মবিশ্বাসের সাথে ছাত্রদের পড়ানো যায়	01	
		Can prepare digital content using Microsoft office tools মাইক্রোসফট অফিস টুল ব্যবহার করে ডিজিটাল পাঠ্য উপাদান তৈরি করা যায়	02	
		Can communicate with others using email/ messengers অন্যদের সাথে মেসেজ/ই-মেইল এর মাধ্যমে যোগাযোগ করা যায়	03	
		Can download and install a software on a computer from internet	04	

No.	Questions and Filters	Coding Categories	Code	Skip
		ইন্টারনেট থেকে কম্পিউটারের জন্য কোন সফটওয়্যার ডাউনলোড বা ইন্সটল করা যায়		
		Can participate in social networks সামাজিক যোগাযোগে অংশগ্রহণ করা যায়	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
116.	Do you think more contents could be included in the training manual? আপনি কি মনে করেন এই প্রশিক্ষণ পাঠ্যসূচিতে আরো বেশি বিষয়বস্তু থাকা উচিৎ ছিল?	Yes হ্যাঁ	01	Please go to Q117
		No না	02	Please go to Q201
117.	What inclusion will you suggest for the training manual? [Response can be multiple] এই প্রশিক্ষণ পাঠ্যসূচিতে আর কি কি অন্তর্ভুক্ত করা উচিৎ বলে আপনি মনে করেন? (একাধিক উত্তর হতে পারে)	Installing software সফটওয়্যার ইন্সটল	01	
		Basic Computer hardware/ software troubleshooting কম্পিউটারের হার্ডওয়্যার/সফটওয়্যার এর বেসিক ট্রাবলশুটিং(সমস্যা সমাধান)	02	
		Advanced Image editing এডভান্সড ইমেজ (ছবি) এডিটিং	03	
		Integration of ICT tools in the classroom activities শ্রেণীকক্ষের কর্মকান্ডের সাথে আইসিটি উপকরণের সমন্বয় করা	04	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		

Section B: Access to ICT Tools

No.	Questions and Filters	Coding Categories	Code	Skip
201.	Do you use ICT equipment in your school? আপনার স্কুলে কি আইসিটি সরঞ্জাম ব্যবহার করছেন?	Yes হ্যাঁ	01	
		No না	02	
202.	Why do you use computer/ Laptop? [Response can be multiple] কোন কোন কাজে আপনি কম্পিউটার/ল্যাপটপ ব্যবহার করেন? (একাধিক উত্তর হতে পারে)	For own learning নিজের শেখার জন্য	01	
		For teaching পাঠ পরিচালনা	02	
		For social networking সামাজিক যোগাযোগের জন্য	03	
		For watching video ভিডিও দেখার জন্য	04	
		For listening song গান শোনার জন্য	05	
		School Web page browsing স্কুল ওয়েব পেজ ব্রাউজিং	06	
		For playing games গেমস খেলার জন্য		
		Other (Please specify) অন্যান্য (নির্দিষ্ট করুন)		
203.	How often do you use computer/ Laptop? [Single Response]	Almost every day প্রায় প্রতিদিন	1	
		Once in a week সপ্তাহে একবার	2	

No.	Questions and Filters	Coding Categories	Code	Skip
	আপনি কতদিন পর পর কম্পিউটার/ ল্যাপটপ ব্যবহার ব্যবহার করেন? (একটি উত্তর হবে)	More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উল্লেখিত সময়ের চেয়ে কম	6	
204.	What are the computer software you use? আপনি সাধারণতকোন কোন কম্পিউটার সফটওয়্যার ব্যবহার করেন?	Microsoft Word মাইক্রোসফট ওয়ার্ড	01	
		Microsoft Excel মাইক্রোসফট এক্সসেল	02	
		Microsoft PowerPoint মাইক্রোসফট পাওয়ার পয়েন্ট	03	
		Internet Browser ইন্টারনেট ব্রাউজার	04	
		Antivirus এন্টিভাইরাস	05	
		Media Player মিডিয়া প্লেয়ার	06	
		Photoshop ফটোশপ	07	
		Others (Please specify) অন্যান্য (নির্দিষ্ট করুন)		
205.	What browser do you use for	Internet Explorer	01	

No.	Questions and Filters	Coding Categories	Code	Skip
	internet usage? ইন্টারনেট ব্যবহার করার জন্য আপনি কোন ব্রাউজারের সাহায্য নিয়ে থাকেন?	ইন্টারনেট এক্সপ্লোরার		
		Mozilla Firefox/ মজিলা ফায়ারফ·	02	
		Google Chrome/গুগল ক্রোম	03	
		Opera অপেরা	04	
		Safari/সাফারি	05	
		Others (Please specify) অন্যান্য (নির্দিষ্ট করুন)		
206.	Does your school have any webpage? আপনার স্কুলের কি কোন ওয়েব পেজ আছে?	Yes হ্যাঁ	01	
		No না	02	
207.	Does your school have any projector? আপনার স্কুলে কি কোন প্রোজেক্টর আছে?	Yes হ্যাঁ	01	Please go to Q208
		No না	02	Please go to Q210
208.	Do you know how to use a projector? আপনি কি জানেন, কিভাবে প্রোজেক্টর ব্যবহার করতে হয়?	Yes হ্যাঁ	01	
		No না	02	
209.	Why do you use a projector? [Response can be multiple]	For teaching পাঠ পরিচালনা	01	
		For Power point presentation পাওয়ার পয়েন্ট প্রেজেন্টেশনের জন্য	02	

No.	Questions and Filters	Coding Categories	Code	Skip
	আপনি কেন প্রোজেক্টর ব্যবহার করেন? (একাধিক উত্তর হতে পারে)	For Showing video ভিডিও দেখাতে	03	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
210.	Do you use a smart phone? আপনি কি স্মার্ট ফোন ব্যবহার করেন?	Yes হ্যাঁ	01	Please go to Q211
		No না	02	Please go to Q213
211.	If yes, then why do you use it? [Response can be multiple] যদি হ্যাঁ হয়, তবে কেন আপনি মোবাইল ফোন ব্যবহার করেন? (একাধিক উত্তর হতে পারে)	Making or receiving calls কল করতে বা রিসিভ করতে	01	
		Sending or receiving messages মেসেজ পাঠাতে বা রিসিভ করতে	02	
		Listening to songs গান শুনতে	03	
		Using internet ইন্টারনেট ব্যাবহার করতে	04	
		For teaching-learning process শিখন-শিক্ষণ প্রক্রিয়ায় ব্যবহার করতে	05	
		Taking pictures ছবি তোলার জন্য	06	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
212.	How often do you use it?	Almost every day	1	

No.	Questions and Filters	Coding Categories	Code	Skip
		প্রায় প্রতিদিন		
	[Single Response] কতদিন পর পর আপনি মোবাইল ফোন ব্যবহার করেন? (একটি উত্তর হবে)	Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উলেস্নখিত সময়ের চেয়ে কম	6	
213.	Do you use internet? আপনি কি ইন্টারনেট ব্যবহার করেন?	Yes হ্যাঁ	01	Please go to Q214
		No না	02	Please go to Q301
214.	Why do you use internet? [Response can be multiple] কেন আপনি ইন্টারনেট ব্যবহার করেন? (একাধিক উত্তর হতে পারে)	For own learning নিজে শেখার জন্য	01	
		For teaching পাঠ পরিচালনা	02	
		For social networking সামাজিক যোগাযোগের জন্য	03	
		For watching video ভিডিও দেখার জন্য	04	
		For listening song	05	

No.	Questions and Filters	Coding Categories	Code	Skip
		গান শোনার জন্য		
		For learning/downloading educative information বিভিন্ন শিক্ষামূলক তথ্য জানা/ডাউনলোড করার জন্য	06	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
215.	How often do you use internet? [Single Response] কতদিন পর পর আপনি ইন্টারনেট ব্যবহার করেন? (একটি উত্তর হবে)	Almost every day প্রায় প্রতিদিন	1	
		Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উলেস্নখিত সময়ের চেয়ে কম	6	

Section C: Teachers' Understanding and Experience of ICT uses in the classroom

No.	Questions and Filters	Coding Categories	Code	Skip
301.	Have you ever used ICT tools in your lessons? আপনি কি পাঠ পরিচালনায় কখনো আইসিটি টুলস ব্যবহার করেছেন?	Yes হ্যাঁ	01	Please go to Q302
		No	02	Please

No.	Questions and Filters	Coding Categories	Code	Skip
		না		go to Q306
302.	What type of ICT tools do you use in your lessons? [Read out] [Response can be multiple] পাঠ পরিচালনায় আপনি কী ধরনের আইসিটি টুলস ব্যবহার করেছেন? (সবগুলো পড়ুন) (একাধিক উত্তর হতে পারে)	Radio রেডিও	01	
		Television টেলিভিশন	02	
		Cassette player ক্যাসেট প্লেয়ার	03	
		DVD/CD player সিডি/ডিভিডি প্লেয়ার	04	
		Computer কম্পিউটার	05	
		Multimedia Projector মাল্টিমিডিয়া প্রোজেক্টর	06	
		Internet ইন্টারনেট	07	
		Satellite System স্যাটেলাইট সিস্টেম	08	
		Printer প্রিন্টার	09	
		Scanner স্ক্যানার	10	
		Mobile Phone মোবাইল ফোন	11	

No.	Questions and Filters	Coding Categories	Code	Skip
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
303.	Which tool or tools do you find most useful? [Response can be multiple] কোন টুলসটি/ টুলস গুলো আপনার কাছে বেশি উপকারী মনে হয়? (একাধিক উত্তর হতে পারে)	Radio রেডিও	01	
		Television টেলিভিশন	02	
		Cassette player ক্যাসেট প্লেয়ার	03	
		DVD/CD player সিদি/ডিভিডি পেন্সয়ার	04	
		Computer কম্পিউটার	05	
		Multimedia Projector মাল্টিমিডিয়া প্রোজেক্টর	06	
		Internet ইন্টারনেট	07	
		Satellite System স্যাটেলাইট সিস্টেম	08	
		Printer প্রিন্টার	09	
		Scanner স্ক্যানার	10	
		Mobile Phone	11	

No.	Questions and Filters	Coding Categories	Code	Skip
		মোবাইল ফোন		
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
304.	Why do you think that? [Response can be multiple] কেন আপনার এটি মনে হয়? (একাধিক উত্তর হতে পারে)	Can Collect information to prepare lessons পাঠ তৈরির জন্য তথ্য সংগ্রহ করা যায়	01	
		Can Use applications to prepare presentations for lessons পাঠ পরিচালনার জন্য এপ্লিকেশন ব্যবহার করে প্রেজেন্টেশন বানানো যায়	02	
		Can Prepare exercises and tasks for students ছাত্রদের জন্য অনুশীলনী ও কাজ তৈরি করা যায়	03	
		Can Communicate online অনলাইনে যোগাযোগ করা যায়	04	
		Can remember more by seeing pictures ছবির মাধ্যমে দেখলে বেশি মনে রাখতে পারে	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
305.	How frequently do you use it in the classroom? [Single Response] কতদিন পর পর আপনি এই টুলসটি ব্যবহার করেন?	Almost every day প্রায় প্রতিদিন	1	
		Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	

No.	Questions and Filters	Coding Categories	Code	Skip
	(একটি উত্তর হবে)	Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উল্লেখিত সময়ের চেয়ে কম	6	
306.	Have you ever used audio or video materials in your lessons? আপনি কি কখনো পাঠ পরিচালনায় অডিও অথবা ভিডিও উপকরণ ব্যবহার করেছেন?	Yes হ্যাঁ	01	Please go to Q307
		No না	02	Please go to Q308
307.	If yes, then how frequently do you use it? [Single Response] যদি হ্যাঁ হয় তবে, কতদিন পর পর আপনি এটি ব্যবহার করেন? (একটি উত্তর হবে)	Almost every day প্রায় প্রতিদিন	1	
		Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উল্লেখিত সময়ের চেয়ে কম	6	

No.	Questions and Filters	Coding Categories	Code	Skip
308.	Have you ever used audio or video materials to get information or material to support you in your teaching? আপনি কি আপনার তথ্য ও উপাত্ত সংগ্রহের জন্য কখনো অডিও অথবা ভিডিও উপকরণব্যবহার করেছেন,যাতে আপনার পাঠ পরিচালনায় সহায়তা করে?	Yes হ্যাঁ	01	Please go to Q309
		No না	02	Please go to Q310
309.	If yes, then how frequently do you use it? [Single Response] যদি হ্যাঁ হয় তবে, কতদিন পর পর আপনি এটি ব্যবহার করেন? (একটি উত্তর হবে)	Almost every day প্রায় প্রতিদিন	1	
		Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উল্লেখিত সময়ের চেয়ে কম	6	
310.	Have you ever used digital content while delivering lessons? আপনি কি পাঠ দেয়ার সময় কখনো ডিজিটাল উপকরণ ব্যবহার করেছেন?	Yes হ্যাঁ	01	Please go to Q311
		No না	02	Please go to Q315
311.	If yes, then how frequently do you	Almost every day	1	

No.	Questions and Filters	Coding Categories	Code	Skip
	use it? [Single Response] যদি হ্যাঁ হয় তবে, কতদিন পর পর আপনি এটি ব্যবহার করেন? (একটি উত্তর হবে)	প্রায় প্রতিদিন		
		Once in a week সপ্তাহে একবার	2	
		More than twice a month মাসে ২ বারের বেশি	3	
		Twice a month মাসে ২ বার	4	
		Once in a month মাসে ১ বার	5	
		Less than the times mentioned in the above codes উল্লেখিত সময়ের চেয়ে কম	6	
312.	What type of digital content do you use in your lessons? [Read out] [Response can be multiple] পাঠ দেয়ার সময় আপনি কী ধরনের ডিজিটাল উপকরণ ব্যবহার করেন? (সবগুলো পড়ুন) (একাধিক উত্তর হতে পারে)	Microsoft office document মাইক্রোসফট অফিস ডকুমেন্ট	01	
		Microsoft office spreadsheet মাইক্রোসফট অফিস স্প্রেডশিড	02	
		Microsoft Power point presentation মাইক্রোসফট পাওয়ার পয়েন্ট প্রেজেন্টেশন	03	
		Mouse-based games মাউস ভিত্তিক গেমস	04	
		Image/ Info graph ইমেজ/ইনফো গ্রাফ (তথ্যচিত্র)	05	
		Portable Document format (PDF) পিডিএফ	06	

No.	Questions and Filters	Coding Categories	Code	Skip
		Audio/ Video file অডিও/ ভিডিও ফাইল	07	
		Other (please specify) অন্যান্য (নির্দিষ্ট করম্নন)		
313.	Which tool or tools do you find more useful? [Response can be multiple] কোন উপকরণ বা উপকরণসমূহ আপনি বেশি কার্যকর মনে করেন? (একাধিক উত্তর হতে পারে)	Microsoft office document মাইক্রোসফট অফিস ডকুমেন্ট	01	
		Microsoft office spreadsheet মাইক্রোসফট অফিস স্প্রডশিড	02	
		Microsoft Power point presentation মাইক্রোসফট পাওয়ার পয়েন্ট প্রেজেন্টেশন	03	
		Mouse-based games মাউস ভিত্তিক গেমস	04	
		Image/ Info graph ইমেজ/ইনফো গ্রাফ (তথ্যচিত্র)	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
314.	Why do you think that? [Response can be multiple] কেন আপনি তা মনে করেন? (একাধিক উত্তর হতে পারে)	Can Prepare questions and exercises for students ছাত্রদের জন্য প্রশ্ন এবং অনুশীলন প্রস্তুত করা যায়	01	
		Can prepare presentations for lessons পাঠ দানের জন্য প্রেজেন্টেশন তৈরি করা যায়	02	
		Can prepare mark sheet for students	03	

No.	Questions and Filters	Coding Categories	Code	Skip
		ছাত্রদের মার্কশিট তৈরি করা যায়		
		Can Organize computer files in folders and subfolders কম্পিউটারে ফাইল সমূহ ফোল্ডারে এবং সাব-ফোল্ডারে সাজিয়ে রাখা যায়	04	
		Can encourage students for learning ছাত্রদের শিক্ষায় আগ্রহী করা যায়	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
315.	Have you ever used web based materials in your lessons? আপনি কি আপনার পাঠ পরিচালনায় কখনো ওয়েব/ইন্টারনেট ভিত্তিক উপকরণ ব্যবহার করেছেন?	Yes হ্যাঁ	01	Please go to Q316
		No না	02	Please go to Q401
316.	What type of web-based materials do you use? [Read out] [Response can be multiple] কোন ধরনের ওয়েব/ইন্টারনেট ভিত্তিক উপকরণ ব্যবহার করেন? (সবগুলো পড়ুন) (একাধিক উত্তর হতে পারে)	You tube videos ইউটিউবে ভিডিও	01	
		Wikipedia articles উইকিপিডিয়া রচনা	02	
		Contents from Google search গুগোলে বিষয়াদি অনুসন্ধান	03	
		Video conferencing using skype স্কাইপি ব্যবহার করে ভিডিও কনফারেন্স করা	04	
		Teacher portal শিক্ষক পোর্টাল	05	

No.	Questions and Filters	Coding Categories	Code	Skip
		Other (please specify) অন্যান্য (নির্দিষ্ট করন্নন)		
317.	Which tool or tools do you find most useful? [Single Response] কোন উপকরণ বা উপকরণসমূহ আপনি বেশি কার্যকর বলে মনে করেন? (একটি উত্তর হবে)	You tube videos ইউটিউবে ভিডিও	01	
		Wikipedia articles উইকিপিডিয়া রচনা	02	
		Contents from Google search গুগোলে বিষয়াদি অনুসন্ধান	03	
		Video conferencing using skype স্কাইপি ব্যাবহার করে ভিডিও কনফারেন্স করা	04	
		Teacher portal শিক্ষক পোর্টাল	05	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
318.	Why do you think that? [Response can be multiple] কেন আপনি তা মনে করেন? (একাধিক উত্তর হতে পারে)	Can collect information to prepare lessons পাঠ তৈরিতে তথ্য সংগ্রহ করা যায়	01	
		Can Download and install software on a computer কম্পিউটারে কোন সফটওয়্যার ডাউনলোড বা ইন্সটল করা যায়	02	
		Can Email a file to someone, another student or teacher কোন উপাত্ত অন্য কাউকে, কোন শিক্ষক বা ছাত্রকে, ই-মেইল করা যায়	03	
		Can Participate in social networks	04	

No.	Questions and Filters	Coding Categories	Code	Skip
		সামাজিক যোগাযোগে অংশগ্রহন করতে পারা		
		Other (please specify) অন্যান্য (নির্দিষ্ট করম্নন)		

Section D: Challenges and Expectations in terms of ICT Tools usage (Ask Q401-Q403 to those who use ICT tools in classroom, for others please start from Q404)

No.	Questions and Filters	Coding Categories	Code	Skip
401.	Do you face any challenge to employ ICT tools in the classroom? ক্লাসরুমে আইসিটি টুলস ব্যবহার করতে আপনি কি কোন চ্যালেঞ্জের মুখোমুখী হয়েছেন?	Yes হ্যাঁ	01	Please go to Q402
		No না	02	Please go to Q403
402.	What type of challenge do you face to use ICT tools in the classroom? [Response can be multiple] ক্লাসরুমে আইসিটি টুলস ব্যবহার করতে আপনি কী ধরনের চ্যালেঞ্জ অনুভব করেন? (একাধিক উত্তর হতে পারে)	Lack of technical knowledge among teachers শিক্ষকদের কারিগরি জ্ঞানের সল্পতা	01	
		Load shedding লোডশেডিং	02	
		Classroom is not ICT friendly ক্লাসরুম আইসিটি বান্ধব নয়	03	
		Shortage of Computer used by teachers শিক্ষকদের ব্যাবহারের জন্য কম্পিউটারের সল্পতা	04	
		Inadequate time to prepare materials based on technology প্রযুক্তি নির্ভর উপকরণ তৈরির জন্য সময়ের স্বল্পতা	05	
		No/ slow internet connection	06	

No.	Questions and Filters	Coding Categories	Code	Skip
		ইন্টারনেট সংযোগ নেই/ axiMwZi		
		Hardware / software problem হার্ডওয়্যার / সফটওয়্যার সমস্যা	07	
		Limited computer for learners শিক্ষার্থীদের জন্য সীমিত কম্পিউটার	08	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
403.	In your opinion, what will be more effective in terms of usage of ICT tools for teaching-learning process? [Response can be multiple] আপনার মতে শিৰণ-শিখন প্রক্রিয়ায় আইসিটি টুল ব্যবহারকে কিভাবে আরো কার্যকর করা যায়? (একাধিক উত্তর হতে পারে)	ICT friendly class room AvBwmwU evÜe K¬vmi"g	01	
		Increasing teachers' technical knowledge শিক্ষকদের কারিগরি জ্ঞান বৃদ্ধি	02	
		Adequate time to prepare materials based on technology প্রযুক্তি নির্ভর উপকরণ তৈরির জন্য পর্যাপ্ত সময় প্রদান	03	
		Sufficient computers used by learners শিক্ষার্থীদের ব্যবহারের জন্য পর্যাপ্ত কম্পিউটার	04	
		Establishment of computer laboratory কম্পিউটার ল্যাব প্রতিষ্ঠা	05	
		Working / Fast internet connection সচল/ দ্রুতগতির ইন্টারনেট সংযোগ	06	
		Taking class lectures using computer	07	

No.	Questions and Filters	Coding Categories	Code	Skip
		কম্পিউটার ব্যবহার করে পাঠদান করলে		
		Need to have a specific classroom নির্দিষ্ট একটা ক্লাসরুম থাকা দরকার	08	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
404.	What ICT tools do you use for your personal need? [Read out] [Response can be multiple] আপনার ব্যক্তিগত কাজে আপনি কোন আইসিটি টুলস ব্যবহার করেন? (সবগুলো পড়ুন) (একাধিক উত্তর হতে পারে)	Radio রেডিও	01	
		Television টেলিভিশন	02	
		Cassette player ক্যাসেট প্লেয়ার	03	
		DVD/CD player সিদি/ডিভিডি প্লেয়ার	04	
		Computer কম্পিউটার	05	
		Multimedia Projector মাল্টিমিডিয়া প্রোজেক্টর	06	
		Internet ইন্টারনেট	07	
		Satellite System স্যাটেলাইট সিস্টেম	08	
		Printer প্রিন্টার	09	
		Scanner	10	

No.	Questions and Filters	Coding Categories	Code	Skip
		স্ক্যানার		
		Mobile Phone মোবাইল ফোন	11	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
405.	Do you have membership of Bangladesh Government's teachers' portal? আপনি কি সরকারী শিক্ষক পোর্টালের সদস্য?	Yes হ্যাঁ	01	
		No না	02	
406.	Do you have a Facebook account? আপনার কি কোন ফেসবুক একাউন্ট আছে?	Yes হ্যাঁ	01	
		No না	02	
407.	Do you have an e-mail address? আপনার কি কোন ই-মেইল একাউন্ট আছে?	Yes হ্যাঁ	01	
		No না	02	
		Don't know জানিনা	03	
408.	What is your e-mail address? আপনার ই-মেইল এড্রেস/ঠিকানা কী?			
		Cannot mention e-mail address ই-মেইল এড্রেস বলতে পারি না	88	
		Not willing to share e-mail address ই-মেইল এড্রেস/ঠিকানা দিতে ইচ্ছুক নই	99	

Section E: For Head Teacher of the School in case the ICT Trained Teacher is not available

No.	Questions and Filters	Coding Categories	Code	Skip
501.	How long the teacher who received training on ICT is absent? [Single response] যেসব শিক্ষক আইসিটি প্রশিক্ষণ গ্রহণ করেছেন, তারা কতদিন অনুপস্থিত আছেন? (একটি উত্তর হবে)	3-6 months ৩-৬ মাস	01	
		6-12 months ৬-১২ মাস	02	
		12-24 months ১২-২৪ মাস	03	
		more than 24 months ২৪ মাসের বেশি	04	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
502.	Teacher who has received ICT training, how frequently s/he used ICT in classroom for teaching purpose? যে শিক্ষক আইসিটি প্রশিক্ষণ গ্রহণ করেছেন, তিনি কতদিন পর পর পাঠ পরিচালনায় আইসিটি টুলস ব্যবহার করেন?	Never কখনোই না	01	
		Sometimes মাঝে মাঝে	02	
		Always সবসময়	03	
503.	Why is she/he absent? [Response can be multiple] কেন তিনি অনুপস্থিত আছেন ? (একাধিক উত্তর হতে পারে)	Took a leave due to Illness অসুস্থতার জন্য ছুটিতে আছেন	01	
		Join another school/transferred অন্য স্কুলে যোগদান করেছেন/বদলী হয়েQb	02	
		Join elsewhere/ Transfer অন্য কোথাও যোগদান করেছেন	03	
		Took a leave due to personal	04	

No.	Questions and Filters	Coding Categories	Code	Skip
		reason ব্যক্তিগত কাজে ছুটিতে আছেন		
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
504.	How long is she/he is absent? তিনি কতদিন ধরে অনুপস্থিত আছেন?	Days........................... দিন............................		
505.	Do you face any challenge because of his/her absence? তার অনুপস্থিতিতে আপনি কি কোন চ্যালেঞ্জ এর সম্মুখীন হন?	Yes হ্যাঁ	01	Please go to Q506
		No না	02	Please go to Q508
506.	What are the Challenges do you face because of his/her absence? [Response can be multiple] তার অনুপস্থিতিতে আপনি কী কী চ্যালেঞ্জ এর সম্মুখীন হন? (একাধিক উত্তর হতে পারে)	Cannot prepare exercises and tasks for students ছাত্রদের জন্য অনুশীলন ও কাজ তৈরি করতে পারি না	01	
		Cannot use applications to prepare presentations for lessons পাঠের উপস্থাপন তৈরির জন্য এপ্লিকেশন ব্যবহার করতে পারি না	02	
		Cannot edit digital photos, movies or other graphics ডিজিটাল ছবি, ভিডিও বা অন্যান্য গ্রাফিক্স এডিট করতে পারি না	03	
		Cannot organize computer files in folders and subfolders কম্পিউটারের ফাইলগুলো ফোল্ডারে বা	04	

No.	Questions and Filters	Coding Categories	Code	Skip
		সাব-ফোল্ডারে সাজাতে পারি না		
		Cannot search the internet to collect information to prepare lessons পাঠ তৈরির জন্য ইন্টারনেটে তথ্য সার্চ করতে পারি না	05	
		Cannot teach students how preserve online privacy কিভাবে অনলাইনের নিরাপত্তা রক্ষা করতে হয় তা ছাত্রদের শিখাতে পারি না	06	
		Other (please specify) অন্যান্য (নির্দিষ্ট করম্নন)		
507.	How did you overcome from that situation? [Response can be multiple] আপনি কিভাবে এই পরিস্থিতি মোকাবেলা করেছেন? (একাধিক উত্তর হতে পারে)	Hired a ICT trained teacher from other school অন্য স্কুলের আইসিটি প্রশিক্ষণপ্রাপ্ত শিক্ষক নিয়ে আসি	01	
		Appointed a new ICT trained teacher নতুন আইসিটি প্রশিক্ষণপ্রাপ্ত শিক্ষক নিয়োগ দিই	02	
		Taken the ICT class by myself নিজেই আইসিটি ক্লাস নেই	03	
		Have not done anything yet এখনো কিছু করি নি	04	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
508.	Do you have any substitute teacher against his/her?	Yes হ্যাঁ	01	

No.	Questions and Filters	Coding Categories		Code	Skip
	যিনি আই সি টি প্রশিক্ষণ পেয়েছেন সেই শিক্ষকের কোন বিকল্প শিক্ষক কি রয়েছেন?		No না	02	
509.	Did he/she train any teacher of your school about computers? যিনি আই সি টি প্রশিক্ষণ পেয়েছেন সেই শিক্ষক কি এই স্কুলের অন্য কোন শিক্ষক কে কম্পিউটারের প্রশিক্ষণ দিয়েছেন?		Yes হ্যাঁ	01	
			No না	02	

Thank the Respondent and Close the Interview.

উত্তরদাতাকে ধন্যবাদ দিয়ে সাক্ষাৎকার শেষ করুন।

Situation Analysis for strengthening the application of ICT in government primary schools (GPS)

Type of Respondent: Grade 3 Students of ICT School

Name of Respondent	
Detailed Address with Landmark	
Contact Number	
Interview Start Time	
Interview End Time	
Name of Interviewer	
I declare that the name, age, address and all other information appeared about the respondent, were totally unknown to me until the interview. I confirm that, before returning the questionnaire, I have checked that it meets the objectives and purpose of the study and it is totally in accordance with the instructions supplied to me for the survey. I, therefore, declare that the information given to me during the interview will be kept confidential and used only for the research purpose.	

Informed Consent

Hello, my name is ...., I came from Nielsen Bangladesh. At present we are conducting a study on ICT capacities and digital materials for early grade Bangla reading instruction in Government primary school. You have been selected as one of the respondents for the study based on random selection. Your opinion is valuable to us. Information provided by you will be kept strictly confidential and will only be used for research purpose. I ensure you that you'll not be harmed in any way by providing this information to me. [I also add if any benefit in future could be initiated by this research to anyone such as students/ teachers/ society/ school etc.] It is absolutely your discretion whether you will agree or not to be interviewed. We collect the authorization to conduct this situation analysis from Directorate of Primary School. If you want we can demonstrate the authorization letter. Thank you in advance for your cooperation. Do you want to know anything else about this study?

হ্যালো, আমার নাম .... । আমি নিলসেন বাংলাদেশ থেকে এসেছি। আমরা সরকারি প্রাথমিক বিদ্যালয়ে বাংলা পঠন দক্ষতা সম্পর্কিত আইসিটি সক্ষমতা ও ডিজিটাল উপকরণের পর্যাপ্ততা নিয়ে একটি গবেষণা কাজ পরিচালনা করছি। এই গবেষণা কাজে আপনাকে আমরা একজন তথ্য প্রদানকারী হিসেবে নির্বাচিত করেছি। আপনার মতামত আমাদের কাছে অত্যন্ত মূল্যবান। আপনার দেয়া তথ্যসমূহ সম্পূর্ণ গোপন রাখা হবে এবং কেবল গবেষণার কাজে ব্যবহার করা হবে। আমি আপনাকে নিশ্চিত করছি যে, আমাকে দেওয়া তথ্যের জন্য আপনার কোন ক্ষতি হবে না। (এই গবেষণার ফলে আরো কোন উপকার হয়ে থাকলে, যেমন, ছাত্রদের, শিক্ষকদের, সমাজের বা স্কুলের, তা ও বলতে পারেন। সাক্ষাৎকারটি আপনি দিবেন কি না তা সম্পূর্ণই আপনার ইচ্ছা। আমরা প্রাথমিক শিক্ষা অধিদপ্তর থেকে এই গবেষণা পরিচালনার দায়িত্ব পেয়েছি। সহযোগিতার জন্য আপনাকে অগ্রিম ধন্যবাদ। আপনি কি গবেষণার বিষয়ে আর কিছু জানতে চান?

Section A

No.	Questions and Filters	Coding Categories	Code	Skip
101.	Please write the name of the school. স্কুলের নাম লিখুন।			

No.	Questions and Filters	Coding Categories	Code	Skip
102.	Please write the address of the school. স্কুলের ঠিকানা লিখুন।	....		
103.	Have you ever seen any computer/laptop in your school? আপনি কি আপনার স্কুলে কখনও কোন ধরনের কম্পিউটার/ ল্যাপটপ দেখেছেন?	Yes n¨vu	1	Please go to Q104
		No না	2	Please go to Q111
104.	What kind of computer/ Laptop have you seen in your school? স্কুলে কোন ধরনের কম্পিউটার/ ল্যাপটপ রয়েছে?	Desktop ডেস্কটপ	01	
		Laptop ল্যাপটপ	02	
		Tablet ট্যাবলেট	03	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		
105.	Do you know how to use a computer/ Laptop? আপনি কি কম্পিউটার/ ল্যাপটপ ব্যবহার করতে জানেন?	Yes হ্যাঁ	1	
		No না	2	
106.	Do you use a computer/ Laptop outside your school? আপনার কি নিজের কোন কম্পিউটার/ ল্যাপটপ আছে?	Yes হ্যাঁ	1	
		No না	2	

No.	Questions and Filters	Coding Categories	Code	Skip
107.	Do the teachers in your school use computer/ Laptop in your classroom? আপনার স্কুলের কোন শিক্ষক কি ক্লাসরুমে কম্পিউটার/ ল্যাপটপ ব্যবহার করেন?	Yes হ্যাঁ	1	Please go to Q108
		No না	2	Please go to Q109
108.	How do you feel about the use of computer/ Laptop in your classroom? ক্লাসরুমে কম্পিউটার/ ল্যাপটপ ব্যবহারের ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
109.	Do you get opportunity to use your school's computer/laptop? আপনি কি কখনো স্কুলের কম্পিউটার/ ল্যাপটপ ব্যবহারের সুযোগ পেয়েছেন?	Yes হ্যাঁ	1	Please go to Q110
		No না	2	Please go to Q111
110.	How frequently you get opportunity to use your school's computer/laptop? কতদিন পর পর স্কুলের কম্পিউটার/ ল্যাপটপ ব্যবহারের সুযোগ পান?	Never কখনোই না	1	
		Sometimes মাঝে মাঝে	2	
		Whenever needed যখন প্রয়োজন	3	
111.	Does your school have projector? আপনার স্কুলে কি কোন প্রোজেক্টর আছে?	Yes হ্যাঁ	1	Please go to Q112
		No না	2	Please go to Q114
112.	Do the teachers use projector in the classroom? শিক্ষকরা কি ক্লাসরুমে প্রোজেক্টর ব্যবহার করেন?	Yes হ্যাঁ	1	Please go to Q113
		No	2	Please go to Q114

No.	Questions and Filters	Coding Categories	Code	Skip
		না		
113.	How do you feel about the use of Projector in the classroom? ক্লাসরুমে প্রোজেক্টর ব্যবহারের ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
114.	Does your school have speakers to be used with computers/ Laptop? আপনার স্কুলে কি কম্পিউটার/ ল্যাপটপের সাথে ব্যবহারের জন্য কোন স্পিকার আছে?	Yes হ্যাঁ	1	Please go to Q115
		No না	2	Please go to Q117
115.	Do the teachers use speakers in the Classroom? শিক্ষকরা কি ক্লাসরুমে স্পিকার ব্যবহার করেন?	Yes হ্যাঁ	1	Please go to Q116
		No না	2	Please go to Q117
116.	How do you feel about the use of Speakers in the classroom? ক্লাসরুমে স্পিকার ব্যবহারের ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
117.	Do you know how to use a mobile phone? আপনি কি মোবাইল ফোন ব্যবহার করতে পারেন?	Yes হ্যাঁ	1	
		No না	2	
118.	Does anyone at your home have mobile phone? আপনার বাড়িতে কারো কি মোবাইল ফোন আছে?	Yes হ্যাঁ	1	
		No না	2	
119.	Have you ever heard about internet?	Yes	1	Please go to

No.	Questions and Filters	Coding Categories	Code	Skip
	আপনি কি ইন্টারনেটের কথা কখনো শুনেছেন?	হ্যাঁ		Q120
		No না	2	Please go to Q127
120.	Does your school have internet connection? আপনার স্কুলে কি ইন্টারনেট সংযোগ আছে?	Yes হ্যাঁ	1	Please go to Q121
		No না	2	Please go to Q127
		Don't know জানিনা	9	
121.	Is the internet connection active? ইন্টারনেট সংযোগটি কি কার্যকর রয়েছে?	Yes হ্যাঁ	1	Please go to Q122
		No না	2	Please go to Q127
122.	Do you know how to use internet? আপনি কি ইন্টারনেট ব্যবহার করতে পারেন?	Yes হ্যাঁ	1	
		No না	2	
123.	Do you have access to your school's internet? আপনি কি স্কুলের কি ইন্টারনেট ব্যবহার করতে পারেন?	Yes হ্যাঁ	1	
		No না	2	
124.	Do you have internet connection at home? আপনার বাসায় কি ইন্টারনেট সংযোগ আছে?	Yes হ্যাঁ	1	
		No না	2	

No.	Questions and Filters	Coding Categories	Code	Skip
125.	Do the teachers use internet in the classroom? শিক্ষকরা কি ক্লাসরুমে ইন্টারনেট ব্যবহার করেন?	Yes হ্যাঁ	1	
		No না	2	
126.	How do you feel about the use of internet in the classroom? ক্লাসরুমে ইন্টারনেট ব্যবহারের ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
127.	Do the teachers show video in the classroom? শিক্ষকরা কি ক্লাসরুমে কোন ভিডিও দেখায়?	Yes হ্যাঁ	1	Please go to Q128
		No না	2	Please go to Q129
128.	How do you feel about the use of Video in the classroom? ক্লাসরুমে ভিডিও দেখার ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
129.	Do the teachers play audio/ song in the class room for teaching purpose? শিক্ষকরা কি ক্লাসরুমে পাঠ পরিচালনার জন্য কোন অডিও/ গান শোনায়?	Yes হ্যাঁ	1	Please go to Q130
		No না	2	Please go to Q131
130.	How do you feel about the use of audio/ song in the classroom? ক্লাসরুমে অডিও/ গান শোনার ব্যাপারটি আপনার কাছে কেমন লাগে?	Interesting মজার	1	
		Not interesting মজার না	2	
131.	Now, I'll read out the names of some ICT tools, can you please tell me among these how many have you came across in your school?	Radio রেডিও	01	
		Television	02	

No.	Questions and Filters	Coding Categories	Code	Skip
		টেলিভিশন		
	[Response can be Multiple] এখন আমি কিছু আইসিটি টুলস এর নাম বলব, আপনি আমকে বলবেন কি এর কোনগুলো আপনি আপনার স্কুলে পেয়েছেন? (একাধিক উত্তর হতে পারে)	Cassette player ক্যাসেট প্লেয়ার	03	
		DVD/CD player ডিভিডি/সিডি প্লেয়ার	04	
		Satellite Connection স্যাটেলাইট/ডিস সংযোগ	05	
		Computer/ Laptop কম্পিউটার/ ল্যাপটপ	06	
		Printer প্রিন্টার	07	
		Scanner স্ক্যানার	08	
		Mobile মোবাইল	09	
		Modem মডেম	10	
		Other (please specify) অন্যান্য (নির্দিষ্ট করুন)		

Thank you! ধন্যবাদ!

d) List of Sampled Government Primary Schools

No	Name of the school	Address of the school
1	KOLOSHKATI GOVT. PRIMARY SCHOOL	KOLOSH BONDOR, ZILA-BORISAL, BAKERGANJ
2	KISHOB MOJLISH, GOVT. PRIMARY SCHOOL	AMTOLA, DOKKHIN ALEKANDA BORISAL, W-12
3	26 NO RAMKRISNOPUR GOVT. PRIMARY SCHOOL	VILL-RAMKRISNOPUR, POS-CHANDERCOR, THANA-HOSNA, ZILA-COMILLA
4	29 NO, SAESTABAD, GOVT. PRIMARY SCHOOL	VILL-AICHA, UNI-SAESTABAD BAZA
5	MONOHORPUR GOVT. PRIMARY SCHOOL	COMILLA POUROSHOVA WORD-11, MONOHORPUR
6	VANGA GOVT. PRIMARY SCHOOL	VILL-VANGA, PS-VANGA, LANGOLCOT, ZILA-COMILLA
7	BELGOR GOVT. PRIMARY SCHOOL	VILL-BELGOR, POS-BELGOR, UNI-ARDRO, THANA-LANGOLCOT, ZILA-COMILLA
8	MIA BAZAR GOVT. PRIMARY SCHOOL	VILL-MIABAZAR, POS-MIABAZAR, UNI-UJIRPUR, THANA-CODDOGRAM, ZILA-COMILLA
9	VULIN GOVT. PRIMARY SCHOOL	VILL-VULIN, UNI-VULIN, UPA-DOKKHIN SADAR, ZILA-COMILLA
10	MUNSHIRHAT GOVT. PRIMARY SCHOOL	MUNSHIRHAT, CODDOGRAM, COMILLA
11	BAUMPUR GOVT. PRIMARY SCHOOL	VILL-BAUMPUR, THANA-KANAIGAT, ZILA-SYLHET, BAUMPUR BAZAR
12	MATIKATA GOVT. PRIMARY SCHOOL	VILL-MATGIKATA, POS-PATON, UPA-BIANIBAZAR, SYLHET
13	PORCOK GOVT. PRIMARY SCHOOL	VILL-PORCOK, POS-PORCOK, UNI-BARHAL, THANA-JAKIGANJ, SYLHET
14	DOKKHIN BAGA GOVT. PRIMARY SCHOOL	DOKKHINBAGA, 1 NO BAGA, GOPALGANJ, SYLHET
15	DOURAIL GOVT. PRIMARY SCHOOL	DOKKHINBAG, ROAD, GOPALGANJ, SYLHET
16	DOLERGAON GOVT. PRIMARY SCHOOL	VILL-DOLERGAON, POS-KHAGAIL BAZAR, COMPANIGANJ, SYLHET
17	NURNAGAR, GOVT. PRIMARY SCHOOL	VILL-NURNAGAR, POS-

No	Name of the school	Address of the school
		SHABAG, UNI-BARHAL, THANA-JAKIGANJ
18	NOABAZAR GOVT. PRIMARY SCHOOL	VILL-NOYABAZAR, POS-TOAKUL, UNI-TOAKUL, GOAINGAT, SYLHET
19	KHUDROGIBI, GOVT. PRIMARY SCHOOL	VILL-KHANPUR, UNI-ROHAMOTPUR, KHANPUR COLLEGE
20	MOSHESPUR, GOVT. PRIMARY SCHOOL	VILL-MOSHESPUR, POS-MOSHESPUR, THANA-BAGERGANJ, BORISAL
21	MULADI BANDAR GOVT. PRIMARY SCHOOL	VILL-EKORKOLA, POS-MULADI, ZILA-BORISALM
22	83 NO DHANDOBA, GOVT. PRIMARY SCHOOL	VILL-DHANDOBA, POS-DHANDOBA,UPA-GOURINODI, ZILA-BORISAL
23	RAZZAKPUR GOVT. PRIMARY SCHOOL	RAZZAKPUR, BALARIPARA, BORISAL
24	KOLABARI GOVT. PRIMARY SCHOOL	VILL-KLABARI, POS-DOYAR BAZAR, COMPANIGANJ, SYLHET
25	ASAMPARA, GOVT. PRIMARY SCHOOL	VILL-1 NO LAXMIPUR, THANA-JONTAPUR
26	LOUTAS GOVT. PRIMARY SCHOOL	LOUTAS GOVT. PRIMARY SCHOOL, VILL-LAUTA, THANA-BAHADURPUR, BIANIBAZAR, SYLHET
27	MANIK KONA GOVT. PRIMARY SCHOOL	MANIKKONA FENCHUGANJ, SYLHET
28	BIRDOL GOVT. PRIMARY SCHOOL	VILL-BIRDOL, KANAIGAT, SYLHET, BIRDOL BAZAR
29	LOUAI GOVT. PRIMARY SCHOOL	VILL-LOUAI, BOROIKANDI, DOKKHIN SURMA, SYLHET
30	KHIDIRPUR, GOVT. PRIMARY SCHOOL	VILL-KHIDIRPUR, POS-LALBAZAR, UPA-DOKKHIN SURMA, ZILA-SYLHET
31	PATAITIKUR GOVT. PRIMARY SCHOOL	PATAITIKUR GOVT. PRIMARY SCHOOL
32	SOLIABAKPUR, GOVT. PRIMARY SCHOOL	SOLIABADPUR, BAGIPARA, BORISAL 5 NO SOLIABAKPUR
33	RAHAMOTPUR, GOVT. PRIMARY SCHOOL	VILL-UTTOR RAHAMOTPUR,, THANA-AIRPORT, ZILA-BORISAL
34	GOBORDON, GOVT. PRIMARY SCHOOL	VILL-GOBODDON, POS-SAORA, THANA-GOURINODI,

No	Name of the school	Address of the school
		ZILA-BORISAL
35	PURBGODI GOVT. PRIMARY SCHOOL	VILL-PURBOGODI, POS-PURBOGODI, UNI-BORIACHANG SADAR, THANA-BURIACHANG, ZILA-COMILLA
36	CHOUARI GOVT. PRIMARY SCHOOL	MOHALLAH-CHOUARI, UPA-DOKKHIN SADAR, ZILA-COMILLA
37	36 NO DEVIDAR GOVT. PRIMARY SCHOOL	VILL-DEVIDAR, POS-DEVIDAR, POUROSHOVA-DEVIDAR, THANA-DEVIDAR, ZILA-COMILLA
38	NORPATI GOVT. PRIMARY SCHOOL	VILL-NORPATI BAZAR, THANA-LAKSHAM, ZILA-COMILLA
39	15 NO DORICOR, GOVT. PRIMARY SCHOOL	VILL-DORICOR, POS-DORICOR, UNI-GAGUTIA, THANA-HOSNA, ZILA-COMILLA
40	DULALPUR GOVT. PRIMARY SCHOOL	VILL-DULALPUR, POS-DULALPUR
41	12 NO CHADGAON GOVT. PRIMARY SCHOOL	VILL-SHUNDORPUR, POS-SHUNDORPUR, UNI-SHUNDORPUR, THANA-DAUDKANDI, ZIL-COMILLA
42	GOURIPUR, GOVT. PRIMARY SCHOOL	UNI-GOURIPUR, POS-GOURIPUR, THANA-DAUDKANDI, ZILA-COMILLA
43	DOULOTGANJ, GOVT. PRIMARY SCHOOL	MODDO LAKSHAM, LAKSHAM, COMILLA
44	DOYAMIR ABDUS SOBAHAN GOVT. PRIMARY SCHOOL	VILL-DOYAMIR, POS-DOYAMIR,UPA-BALAGANJ, SYLHET, SADAR HIGH SCHOOL
45	TAJPUR GOVT. PRIMARY SCHOOL	VILL-TAJPUR, POS-TAJPUR, UNI-TAJPUR, UPA-BALAGANJ, SYLHET
46	96 NO DAMRI GOVT. PRIMARY SCHOOL	VILL-DAMRI, POS-DAMRI, UNI-DAMRI, THANA-DEVIDAR, ZILA-COMILLA
47	JAFLONG, GOVT. PRIMARY SCHOOL	VILL-GOAINGAT, POS-GOAINGAT, UNI-GOAINGAT, JAFLONG, UPA-GOAINGAT, SYLHET

No	Name of the school	Address of the school
48	HABIBPUR GOVT. PRIMARY SCHOOL	VILL-KISHOBKATI, POS-UJIRPUR, THANA-UJIRPUR, ZILA-BORISAL
49	BHITRIKHAL GOVT. PRIMARY SCHOOL	VILLAGE- BHITRIKHAL, POST- JONTAPARA, THANA-JONTAPARA, SYHLET
50	KHASODBIR GOVT. PRIMARY SCHOOL	VILLAGE+POST- KHASODBIR, SADAR, SYHLET
51	SOLUYA GOVT. PRIMARY SCHOOL	VILLAGE- SHOLUYA, UNION-FULSHARA, THANA-CHOUGACHA, DIS- JESSORE
52	MIRJAPUR GOVT. PRIMARY SCHOOL	VILLAGE- MIRJAPUR, POST-GOURONAGAR, THANA-BAGHER PARA, DIS- JESSORE
53	TONKI GOVT. PRIMARY SCHOOL	VILLAGE+POST- TONKI, UNION- TONKI, THANA-MURADNAGAR, DIS-COMILLA
54	KASHIMARI GOVT. PRIMARY SCHOOL	VILLAGE- KASHIMARI, UNION- KASHIMARI, THANA-SHAMNAGAR, DIS-SHATKHIRA
55	DHULIHOR GOVT. PRIMARY SCHOOL	VILLAGE- DHULIHOR, POST-DHULIHOL, UNION-DHULIHOR, SADAR, SHATKHIRA
56	PARKUMIYA, GOVT PRIMARY SCHOOL	L G D ROAD, PARKUMIYA, DISTRICT- SAKHIRA
57	75 NO NOKIPUR GOVT PRIMARY SCHOOL	VILL- NOKIPUR, POST-NOKIPUR, THANA- SAM NOGOR, DISTRICT- KHULNA
58	MIRJAPUR GOVT PRIMARY SCHOOL	WEST SIDE OF MIRJAPUR BAZAR, TALA SATKHIRA
59	KOLAROYA GOVT PRIMARY SCHOOL	VILL- GODKHALI, THANA-KOLAROYA, DISTRICT-SATKHIRA
60	KHEJUR BARIYA GOVT PRIMARY SCHOOL	VILL- KEJUR BARIYA, POST-PARULIYA, THANA-DEBHATA, DISTRICT-SATKHIRA
61	BAHERA GOVT PRIMARY SCHOOL	VILL- BAHRA, POST- NURU GAON, UPOJELA- DEBHAT, DISTRICT- SATKHIRA
62	1NO R.B AJGORA GOVT PRIMARY SCHOOL	AJGORA TEROKHADA, KHULNA

No	Name of the school	Address of the school
63	ENDIRA GOVT. PRIMARY SCHOOL	VILLAGE- ENDIRA, UNION+POST- AGORDARI, SADAR, SHATKHIRA
64	SHIPERAID GOVT. PRIMARY SCHOOL	SHIPERAID GOVT. PRIMARY SCHOOL, SHIPERAID MAIN ROAD
65	HIJOLDI GOVT. PRIMARY SCHOOL	VILLAGE- HIJOLDI, POST- HIJOLDI, THANA- KOLORORA, DIS- SHATKHIRA
66	PUBONDOPUR GOVT. PRIMARY SCHOOL	VILLAGE- MURADPUR, POST- JIKORGACHA, THANA- JIKORGACHA, DIS- JESSORE
67	BORNI GOVT. PRIMARY SCHOOL	VILLAGE- BORNI, POST- JIKORGACHA, THANA- JIKORGACHA, DIS- JESSORE
68	MONIRAMPUR GOVT. PRIMARY SCHOOL	VILLAGE- HABHORI, POST+THANA- MONIRAMPUR, DIS- JESSORE
69	HURGATI GOVT. PRIMARY SCHOOL	VILLAGE- HURGATI, POST- CHALKI, THANA- MONIRAMPUR, DIS- JESSORE
70	BURUJBAGAN GOVT. PRIMARY SCHOOL	VILLAGE- UTTAR BURUJBAGAN, POST- JADOBPUR, THANA- SHARSHA, DIS- JESSORE
71	NAVARON GOVT. PRIMARY SCHOOL	VILLAGE- NAVARON RAIL, POST- JADOBPUR, THANA- SHARSHA, DIS- JESSORE
72	RAIPURA GOVT. PRIMARY SCHOOL	VILLAGE- RAIPUR, POST- RAIPUR, THANA- BAGHER PARA, DIS- JESSORE
73	PATHORGHATA GOVT. PRIMARY SCHOOL	VILLAGE- MONOHORNAGAR, POST- PAJIYA, THANA- KASHOBPUR, DIS- JESSORE
74	CHUYASHON GOVT. PRIMARY SCHOOL	CHUYASHON KATHI BAZAR ER PURBO PASHA
75	JESSORE IN GOVT. PRIMARY SCHOOL	LABCAL MADICAL ER PICHONA, SAIKCHORI, SADAR, JESSORE
76	CORNOPUR GOVT. PRIMARY SCHOOL	VILLAGE- CORNOPUR, POST- MOGHOLHAT, UNION- CORNOPUR, SADAR, LALMONIRHAT
77	MODONPUR BOIRATI GOVT. PRIMARY SCHOOL	VILLAGE- BOIRATI, POST- KORIMPUR, KALIGONJ,

No	Name of the school	Address of the school
		LALMONIRHAT
78	KOCHUYA GOVT. PRIMARY SCHOOL	VILLAGE- KOCHUYA, POST- KOCHUYA, UNION- SHOKHIPUR, DIS- TANGAIL
79	NILKHAT GOVT. PRIMARY SCHOOL	NILKHAT, POST- NEW MARKET, THANA- NEW MARKET, DHAKA
80	KALINAGAR GOVT. PRIMARY SCHOOL	VILLAGE- KALINAGAR, POST- KALINAGAR, THANA- TARMATHA, DIS- KHULNA
81	JKB GOVT. PRIMARY SCHOOL	SHIRGATI, DREHOJON MOHOL, RUPSHA, KHULNA
82	KHODDASAPTANA GOVT. PRIMARY SCHOOL	VILLAGE- KHODDASAPTANA, POST+UNION- LALMONIHAT, DIS- RANGPUR
83	KOYER PARA GOVT. PRIMARY SCHOOL	VILLAGE- KOYER PARA, POST+THANA- CHOUGACHA, DIS- JESSORE
84	UTTAR BOROVHITA GOVT. PRIMARY SCHOOL	VILLAGE- BOROVHITA, UNION- BOROVHITA, NILFAMARI
85	KOIMARI GOVT. PRIMARY SCHOOL	VILLAGE- KOIMARI, UNION- KOIMARI, UPOJALA- JOLDHAKA, NILFHAMARI
86	RAJUYA GOVT. PRIMARY SCHOOL	VILLAGE+POST+UNION- RAJUYA, DAKOP, KHULNA
87	CHONDONI MOHOL GOVT. PRIMARY SCHOOL	VILLAGE- CHONDONI MOHOL, POST- SHANHATI, THANA- DIGLIYA, DIS- KHULNA
88	DIGLIYA GOVT. PRIMARY SCHOOL	VILLAGE+POST+THANA- DIGLIYA, KHULNA
89	DHAMERHAT GOVT. PRIMARY SCHOOL	VILLAGE- GOPALPUR, POST- FULKUMER, BHURUHANGAMARI, KURIGRAM
90	NAUTARA GOVT. PRIMARY SCHOOL	NAUTARA, DIMLA, NILFHAMARI
91	KOYANIJ GOVT. PRIMARY SCHOOL	KOYANIJPARA, WARD NO- 04, SADAR, SOYEDPUR, NILFHAMARI
92	KAJIPARA GOVT. PRIMARY SCHOOL	KAJIPARA, SOYEDPUR, NILFHAMARI
93	NILFHAMARI GOVT. PRIMARY SCHOOL	POUROSOBHA, SADAR,

No	Name of the school	Address of the school
		NILFHAMARI
94	GONGERHAT GOVT. PRIMARY SCHOOL	VILLAGE- AJOYATARI, POST- GONGERHAT, UNION- KALIPUR, THANA- FULBARI, KURIGRAM
95	KOPILMONI GOVT. PRIMARY SCHOOL	VILLAGE+POST- KOPILMONI, UPOJALA- PAIKGACHA, KHULNA
96	ATRA FILTOLA GOVT. PRIMARY SCHOOL	GILTOLA, THANA- FULTOLA, DIS- KHULNA
97	JBM GOVT. PRIMARY SCHOOL	VILLAGE- MOISHAKHUNI, POST- MOISHAKHUNI, UNION- SHILTOLA
98	THAKURGONJ GOVT. PRIMARY SCHOOL	THAKURGONJ, DIMLA, NILFHAMARI
99	DM CHILMARI GOVT. PRIMARY SCHOOL	VILLAGE- KHOKHORIYA, POST- HAJARGAS, UPOJALA- CHILMARI, DIS- KURIGRAM
100	UTTAR PADUYA GOVT. PRIMARY SCHOOL	VILLAGE- UTTAR PODUYA, POST- PODUYA, THANA- LOHAGARA, DIS- CHITTAGONG
101	JOLSHA CHOKRAKHALI GOVT. PRIMARY SCHOOL	JOLSHA CHOKRAKHALI GOVT. PRIMARY SCHOOL, CHOKRAKHALI FOOTBALL MATH ER POSCHIM PASHA
102	NURJAHAN MAHABUB GOVT. PRIMARY SCHOOL	PMG COLONY, BOYRA, KHHULNA \
103	SHAHAPUR GOVT. PRIMARY SCHOOL	SHAHAPUR, DUMURIYA, KHULNA
104	GUPTOMARI GOVT. PRIMARY SCHOOL	GUPTOMARI BRADGE ER POSCHIM PASHA
105	DUKNAGAR GOVT. PRIMARY SCHOOL	DUKNAGAR, DUMURIYA, KHULNA
106	DAMODOR KARIKORPARA GOVT. PRIMARY SCHOOL	VILLAGE- KARIKORPARA, POST+THANA- SULTANA, DIS- KHULNA
107	JAKIR HOSSAIN GOVT. PRIMARY SCHOOL	VILLAGE- ESHAKHALI, DIS- RANGUNIYA, DIS- CHITTAGONG
108	MAJHI PARA GOVT. PRIMARY SCHOOL	NAILCHORI BAZAR ER PURBO PASHA
109	PURBO SHIYALBUKKA GOVT. PRIMARY SCHOOL	BATBUNIYA SUGERMIL BAZER ER PURBO PASHA

No	Name of the school	Address of the school
110	NEW RANGAMATI GOVT. PRIMARY SCHOOL	VILLAGE- RIJAF BAZAR, UPOJALA- SADAR, DIS- RANGAMATI
111	BAKTIYA MISHION GOVT. PRIMARY SCHOOL	VILLAGE- MISHION AREA, POST+UNION- CHONDROGHONA, THANA- KAPTAI
112	NARANGIRI GOVT. PRIMARY SCHOOL	VILLAGE+POST- NARANGIRI, UNION- RAIKHALI, THANA- KAPTAI
113	KOROLLACHOTI GOVT. PRIMARY SCHOOL	VILLAGE+POST- KOROLLACHORI, UNION- ATAROKCHORA, THANA- LONGDU, DIS- RANGAMATI
114	KORANGATOLI GOVT. PRIMARY SCHOOL	VILLAGE+POST- LOU, UNION- BAGHAICHORI, UPOJALA- BAGHAICHORI
115	BAGHAIHAT GOVT. PRIMARY SCHOOL	VILLAGE+POST- BAGHAIHAT, UPOJALA- SAJAK, THANA- BAGHAIHAT
116	TILTIYA GOVT. PRIMARY SCHOOL	VILLAGE- TILTIYA, UNION- MUHINI, THANA- LONGGUCHA
117	SHITAKUNDO GOVT. PRIMARY SCHOOL	SHITAKUNDO POUROSHOBHA WARD NO-04, THANA- SHITAKUNDO, DIS- CHITTAGONG
118	SHITAKUNDO GOVT. PRIMARY SCHOOL	VILLAGE- SHITAKUNDO, WARD NO-03, THANA- SHITAKUNDO, DIS- CHITTAGONG
119	CUHAT GOVT. PRIMARY SCHOOL	CHUYETKHOLA MATHER SHATHA, CHUYET CAMPUS, RAUJAN, CHITTAGONG
120	DATBHANGA GOVT. PRIMARY SCHOOL	VILLAGE- DATBHANGA BAZAR, POST- DATBHANGA, UPOJALA- BOUMARI, DIS- KURIGRAM
121	BALUR GAON GOVT PRIMARY SCHOOL	VILL- TAPURCHAR, POST- DATVANGA, UPOJELA- ROMARI, DISTRICT- KURIGAON, NORTH OF HAJIRTEQ
122	PANGA GOVT. PRIMARY SCHOOL	VILLAGE- PANGA, POST- 2 NO CHITAI, UPOJALA-

No	Name of the school	Address of the school
		RAJARHAT, DIS- KURIGRAM
123	CHONDIPUR GOVT. PRIMARY SCHOOL	VILLAGE- CHONDIPUR, UNION- BHITORBONDO, UPOJALA- NAGASSHOR, KURIGRAM
124	NAGASHORI GOVT. PRIMARY SCHOOL	VILLAGE- NAGASHORI, UPOJALA- NAGASHORI, WARD NO- 04, KURIGRAM
125	PACHABARI BALAKANDI GOVT. PRIMARY SCHOOL	PACHABARI, BALAKANDI, RAJARHAT, KURIGRAM
126	MOIDAM GOVT. PRIMARY SCHOOL	MOIDAM, FULKUMER, BHURUHANGARI, KURIGRAM
127	TARKHADA GOVT. PRIMARY SCHOOL	VILLAGE+POST+UPOJALA-TARKHADA, DIS- KHULNA
128	FULBARI GOVT. PRIMARY SCHOOL	VILLAGE- CHONDOGHONA, POST+THANA+UNION-FULBARI, DIS- KURIGRAM
129	SHONARAI DRESTI NONDON GOVT. PRIMARY SCHOOL	VILLAGE- SHONARAI, UPOJALA- BHOMER, NILFHAMARI
130	RAMGONJ GOVT. PRIMARY SCHOOL	VILLAGE- RAMGONJ, SADAR, NILFHAMARI
131	MOTBATA GOVT. PRIMARY SCHOOL	VILLAGE- MOTBATA, POST-SODAIPUR, THANA-PAIKGACHA, DIS- KHULNA
132	81 NO JOYONTI GOVT. PRIMARY SCHOOL	VILL- SEKARPUR, POST-SEKARPUR, THANA-UJIRPUR, BARISAL
133	LALBAG 2NO GOVT. PRIMARY SCHOOL	312/K J N SAHEB ROAD, LALBAG, DHAKA
134	23 NO GOYAL NAGAR, GOVT. PRIMARY SCHOOL	87 NO GOYALNAGAR, KOTOYALI, DHAKA
135	DORENDA GOVT. PRIMARY SCHOOL	81, DORENDA RAJASON SAVAR, DHAKA-1340
136	SAVAR MANIKCHANDRA GOVT. PRIMARY SCHOOL	DAKKHIN PARA, SAVAR, DHAKA1340
137	KUTUBKHALI, DAKTOKHAN, GOVT. PRIMARY SCHOOL	KUTUBKHALI, DEMRA, DHAKA
138	BAKCHAR, GOVT. PRIMARY SCHOOL	BAKCHAR, GOVT. PRIMARY SCHOOL, FORIDABAD, KODOMTOLI, DHAKA
139	MERADIYA, GOVT. PRIMARY SCHOOL	176 MERADIYA, POST-KHILGAON, THANA-KHILGAON, DHAKA-1219
140	TEJGAON SILPO AREA GOVT. PRIMARY	TEJGAON SILPO AREA POLI

No	Name of the school	Address of the school
	SCHOOL	TEQNIK, TEJGAON, DISTRICT-1208
141	BONGOBHABAN GOVT. PRIMARY SCHOOL	ADJECENT TO SIMANA, RAMNA, DHAKA-1200
142	VOLAS GOVT. PRIMARY SCHOOL	DAKKHIN BADDA, THANA-GULSHAN, DHAKA-121
143	RAMERKANDA, GOVT. PRIMARY SCHOOL	VILL- DAKKHIN RAMER KANDA, POST- ROHITPUR, UPOJELA- KERANIGANJ, DISTRICT- DHAKA
144	ASRAFABAD, GOVT. PRIMARY SCHOOL	ASRAFABAD, MATBOR BAZAR, MOHAMMEDPUR, DHAKA
145	PIRERBAG GOVT. PRIMARY SCHOOL	PIRERBAG GOVT. PRIMARY SCHOOL, PIRERBAG, MIRPUR, DHAKA-1216
146	NAKALPARA, GOVT. PRIMARY SCHOOL	468/1 PASCHIM NAKALPARA, TEJGAON, DHAKA
147	16 NO CHANDSHI GOVT. PRIMARY SCHOOL	16 NO CHANDSHI GOVT. PRIMARY SCHOOL, BOYALER MOR, GATAYIL, TANGAIL
148	4 NO PATORAIL GOVT. PRIMARY SCHOOL	PATORAIL DLDUYAR, TANGAIL
149	SATUTIYA GOVT PRIMARY SCHOOL	46 NO SOTUTIYA GOVT PRIMARY SCHOOL, SATUTIYA, KALIHATI, TANG
150	45 VORAI GOVT. PRIMARY SCHOOL	VILL- VAROY, POST- NIKLA, UPOJELA- VUYAPUR, TANGAIL
151	GOBINDODASI GOVT. PRIMARY SCHOOL	VILL+POST- GOBINDODASI, UPOJELA-VUYAPUR, TANGAIL, 1960
152	MODEL GOVT. PRIMARY SCHOOL	STADIUM ROAD, SADAR, TANGAIL
153	MUSURIYA GOVT. PRIMARY SCHOOL	MUSURIYA ELASIN, DELDUYAR, TANGAIL
154	BALIYA GOVT. PRIMARY SCHOOL	VILL- BALIYA, POST- BALIYA, UPOJELA- DAMRAI, DISTRICT- DHAKA
155	IDEAL GOVT. PRIMARY SCHOOL	MOTIZIL A G B COLONI, MOTIZIL, DHAKA-1000
156	ARMANI TOLA GOVT PRIMARY SCHOOL	9/13,D. C RAI ROAD, ARMANITOLA, DHAKA-1100
157	KURMITOLA GOVT. PRIMARY SCHOOL	KURMITOLA GOVT. PRIMARY SCHOOL, KHILKHET BAZAR,

No	Name of the school	Address of the school
		DHAKA, SENANIBAS, DHAKA-1229
158	MONESHSOR GOVT. PRIMARY SCHOOL	DHANMONDI, THANARI MOR, ZIGATOLA DHAKA
159	RAYAR BAZAR, GOVT. PRIMARY SCHOOL	RAYAR BAZAR GOVT. PRIMARY SCHOOL, 295/A, TALI OFFICE ROAD
160	JAHANABAD GOVT. PRIMARY SCHOOL	GOLARTHEK, MIRPUR-1, DHAKA-1216
161	MUHAMMED ARSHAD GOVT. PRIMARY SCHOOL	VILL-KHILGAON, POS-KHILGAON, THANA-KHILGAON, ZILA-DHAKA
162	HAZI IBRAHIM GOVT. PRIMARY SCHOOL	55/1 ISLAMBAG, LALBAG, DHAKA-1211
163	SOLAKURI GOVT. PRIMARY SCHOOL	VILL-SOLAKURI, POS-SOLAKURI, THANA-MODUPUR, TANGAIL-1946
164	SHINGURIA, GOVT. PRIMARY SCHOOL	SHINGURIA, GATAIL, TANGAIL
165	VHINGULA GOVT. PRIMARY SCHOOL	VHINGULA, JADAIL, GOPALPUR, TANGAIL
166	KASHIMPUR, GOVT. PRIMARY SCHOOL	428, KASHIMPUR, W-6, SADAR, GAZIPUR
167	PURBO JOYDEVPUR, GOVT. PRIMARY SCHOOL	PURBO JOYDEVPUR, SADAR, GAZIPUR
168	RANGAMATI, GOVT. PRIMARY SCHOOL	RANGAMATI, GOVT. PRIMARY SCHOOL,POS-RANGAMATI, THANA-KALIGANJ, GAZIPUR
169	TUMILIA GOVT. PRIMARY SCHOOL	TUMILIA GOVT. PRIMARY SCHOOL,POS-KALIGANJ, THANA-KALIGANJ, GAZIPUR
170	AMASHU GOVT. PRIMARY SCHOOL	AMASHU MODDOPARA, SADAR, RANPUR
171	BAIMHATI GOVT. PRIMARY SCHOOL	BAIMHATI, MIRJAPUR, TANGAIL
172	NORILLA GOVT. PRIMARY SCHOOL	VILLAGE- NORILLA, POST-NORILLA, UPOJALA-DHONBARI, DIS- TANGAIL
173	HOUMONTI GOVT PRIMARY SCHOOL	VILL-KERAMJANI, POS-ISPINJARPUR, UTTOR DONBARI, ZILA-TANGAIL
174	ASURA GOVT. PRIMARY SCHOOL	VILL-NORKONA, MODUPUR, ZIL-TANGAIL
175	HADIJA GOVT. PRIMARY SCHOOL	HADIA, GOPALPUR, TANGAIL

No	Name of the school	Address of the school
176	TAUN GOVT. PRIMARY SCHOOL	VIKTORIA ROAD, SADAR, TANGAIL
177	KORIJA UPEN, COUKI GOVT. PRIMARY SCHOOL	VILL-UPARMARA, BURIMARI, PATGRAM, LALMONIRHAT
178	SEMABARI GOVT. PRIMARY SCHOOL	SEMABARI, POS-CHUNDAICON SIRPUR, BOGRA
179	CONKA GOVT. PRIMARY SCHOOL	VILL-CONKA POS-CONKA,UNI-VOBANIPUR, SIRPUR, BORGA
180	NARAYANPUR GOVT. PRIMARY SCHOOL	THANA-GORMATI, UPA-BRAIGRAM, ZILA-NATOR
181	KORIMPUR, GOVT. PRIMARY SCHOOL	KORIMPUR ABDULPUR, LALPUR, NATOR
182	GALIMPUR GOVT. PRIMARY SCHOOL	PARKUTI BAGATIPARA, NATOR
183	BATHAN BARI GOVT. PRIMARY SCHOOL	MEHORCORA BILMARIA, LALPUR, NATOR
184	50 NO HATIANDHA GOVT. PRIMARY SCHOOL	HATIANDHA, SHINRA, NATOR, 6 NO HATIANDHA
185	HOIBOTPUR GOVT. PRIMARY SCHOOL	HOIBOTPUR MGOVT. PRIMARY SCHOOL SADAR NATOR
186	VANGAPARA GOVT. PRIMARY SCHOOL	VANDAPARA, DOTTOPARA, DIGAPOTIA, NATOR SADAR
187	UTRAIL GOVT. PRIMARY SCHOOL	VILL-UTRAIL, POS-ADOMDIGI, THANA-ADOMDIGI, ZILA-BOGRA
188	TELIPARA GOVT. PRIMARY SCHOOL	VILL-TELIPARA, POS-UNI-UPA-DOLAHAT, ZILA-CAPAINBABGANJ
189	NACHOL GOVT. PRIMARY SCHOOL	NACHOL BUS STAND, NACHOL CAPAINBABGANJ
190	CORMOHONPUR GOVT. PRIMARY SCHOOL	CORMOHONPUR SADAR CAPAINBABGANJ
191	PIRGACHA GOVT. PRIMARY SCHOOL	VILL-BRAIPARA, POS-BRAIPARA, THANA=VOLAHATA, ZILA-CAPAINBABGANJ
192	SANTAHAR GOVT. PRIMARY SCHOOL	W-05 SANTAHAR, ADOMDIGI, BOGRA
193	POLICE LINE GOVT. PRIMARY SCHOOL	W-12, POLICE LAIN SADAR, BOGRA
194	MANIK COK GOVT. PRIMARY SCHOOL	W-19, MANIK COR, MATIDALI, SADAR, BOGRA

No	Name of the school	Address of the school
195	SIHERPUR GOVT. PRIMARY SCHOOL	S A COLLEGE SONATOLA, BOGRA
196	ULTRO GOVT. PRIMARY SCHOOL	KAHALU BAZAR, WARD-04, KAHALU, BOGRA
197	AGARGAON TALTOLA GOVT. PRIMARY SCHOOL	TALTOLA, AGARGAON, SEREBANGLA, NAZAR PLAT-34C
198	SORDHA GOVT. PRIMARY SCHOOL	SORDHA, CORGAT, RAJSHAHI
199	MOSTOFAPUR, GOVT. PRIMARY SCHOOL	MOSTOFAPUR BAZAR, DUPCATIA, BOGRA
200	GOMOSTAPUR GOVT. PRIMARY SCHOOL	43 GOMOSTAPUR, GOVT. PRIMARY SCHOOL
201	CHADPUR GOVT. PRIMARY SCHOOL	SONAPUR, BAGITAPARA, NATOR
202	MOKAMALI, GOVT. PRIMARY SCHOOL	MOKAMTOLA, SHIBGANJ, BOGRA
203	50 NO RAJAPUR, GOVT. PRIMARY SCHOOL	VILL-RAJAPURHAT, POS-RAJAPURHATG, UPA-BORAIGRAM, ZILA-NATOR
204	HAZIUSUF ALI GOVT. PRIMARY SCHOOL	HAZIUSUF ALI GOVT. PRIMARY SCHOOL, MIRPUR DHAKA-1216
205	HARIMTURI GOVT. PRIMARY SCHOOL	VILL-KODADIA, THANA-KAPASHIA, GAZIPUR
206	SREEPUR, POSCHIM GOVT. PRIMARY SCHOOL	SREEPUR, POSCHIM, GOVT. PRIMARY SCHOOL, GAZIPUR
207	TARGAON 1 NO GOVT. PRIMARY SCHOOL	BANIKOLA, TORGAON, MODDOPARA, THANA-KAPASHIA, GAZIPUR
208	MOUNA J M GOVT. PRIMARY SCHOOL	MOUNA J M GOVT. PRIMARY SCHOOL, SREEPUR, GAZIPUR
209	T D S GOVT. PRIMARY SCHOOL	ARSHED NAGAR,BLOCK-3, TONGI, GAZIPUR
210	KALIAKER GOVT. PRIMARY SCHOOL	VILL-SEMULTOLI, POS-KALIAKER, UPA-KALIAKER, ZILA-GAZIPUR
211	MEDI ASULOI,GOVT. PRIMARY SCHOOL	VILL-MEDI ASULOI, POS-BROIBARI, UPA-KALIAKER, ZILA-GAZIPUR
212	20 NO ELINGA GOVT. PRIMARY SCHOOL	20 NO ELANGA, GOVT. PRIMARY SCHOOL ELINGI, TANGAIL
213	NARCI GOVT. PRIMARY SCHOOL	VILL-NARCI, POS-NARCI, THANA-SARIAKANDI, BOGRA
214	BAIGUNI GOVT. PRIMARY SCHOOL	VILL-BAIGUNI,

No	Name of the school	Address of the school
		UPA=GABTOLI, ZILA-BOGRA
215	JOANAGAR GOVT. PRIMARY SCHOOL	JOANAGAR, DUPCACIA, BOGRA
216	DUNOT GOVT. PRIMARY SCHOOL	DUNOT GOVT. PRIMARY SCHOOL
217	MACH MAIL GOVT. PRIMARY SCHOOL	VILL-MACHMAIL, BAGMARA, RAJSHAHI
218	MOHOR GOVT. PRIMARY SCHOOL	MOHAMMEDPUR, GOVT. PRIMARY SCHOOL TANOR RAJSHAHI
219	BELKORIA GOVT. PRIMARY SCHOOL	POS-SEMPUR, CORGAT, RAJSHAHI
220	PALPUR GOVT. PRIMARY SCHOOL	POS-DRAMPUR, UPA-GODAGARI, ZILA-RAJSHAHI
221	33 NO BATULI, SADI GOVT. PRIMARY SCHOOL	33 NO BATULI, SADI GOVT. PRIMARY SCHOOL BATULI, BASAIL, TANGAIL
222	48 NO DOYAGANJ GOVT. PRIMARY SCHOOL	59/2 BEGUMGANJ, LAIN, SUTROPUR DHAKA
223	GENDARIA MOHILA SOMITI GOVT. PRIMARY SCHOOL	17 DINNATH SEN ROAD, GENDARIA, DHAKA-1204
224	SELIMABAD GOVT. PRIMARY SCHOOL	CONABARI SCHOOL, SELIMABAD, NAGORPUR, TANGAIL
225	SORISHADAID, GOVT. PRIMARY SCHOOL	SORISHADAID, MIRJAPUR, TANGAIL
226	HORIKALI GOVT. PRIMARY SCHOOL	HORIKALI, SONATOLA, BOGRA
227	25 NO JORSHAHIBAG, GOVT. PRIMARY SCHOOL	25 NO JORASHAHIBAG, GOVT. PRIMARY SCHOOL, BASHAIL, POUROSHOVA, TANGAIL
228	FULBARI GOVT. PRIMARY SCHOOL	HATFULBARI, SORISHAKANDI, BOGRA
229	AGOR, MALONCA, GOVT. PRIMARY SCHOOL	AGOR, MALONCHA, KAHALU, BOGRA
230	FULBAGAN GOVT. PRIMARY SCHOOL	KOSALPARA, POS-GOMOSTAPUR, THANA-GOMOSTAPUR, UNI-GOMOSTAPUR, CAPAINBABGANJ
231	GOHAIL GOVT. PRIMARY SCHOOL	VILL-GOHAIL, POS-GOHAIL, THANA-SHAJAHANPUR, ZILA-BOGRA
232	RANIHAT GOVT. PRIMARY SCHOOL	VILL-RANIHAT, POS-

No	Name of the school	Address of the school
		RANIHAT, UNI-ASOKPUR, THANA-SHAJAHANPUR, ZILA-BOGRA
233	SREE RAM KATHI GOVT, PRIMARY SCHOOL	VILL- SIYEMKATHI, UNION- NAJIRPUR, DIS- PIROJPUR
234	NOBOGRAM GOVT. PRIMARY SCHOOL	VILLAGE- NOBOGRAM, POST- NOBOGRAM, UNION- JHALOKATHI, DIS- J
235	ADAKHOLA GOVT, PRIMARY SCHOOL	VILLAGE- ADAKHOLA, THANA- RAJAPUR, DIS- JHALOKATHI
236	PATACHOR LOKKHIPUR GOVT. PRIMARY SCHOOL	LOKKHIPUR HIGH SCHOOL ER DOKKHIN PASHA
237	UDOYPUR GOVT. PRIMARY SCHOOL	UDOYPUR, MAHANDIPUR, BORISHAL
238	JHALOKATHI GOVT. PRIMARY SCHOOL	VILLAGE- BAUKATHI, POST- BAUKATHI, UNION- SADAR, DIS- JHALOK
239	AMIRABAD GOVT. PRIMARY SCHOOL	VILLAGE- AMIRABAD, POST- AMIRABAD, THANA- NOLSHITI, DIS- JHA
240	74 NO DOKKHIN BASHRI, GOVT. PRIMARY SCHOOL	VILLAGE- MOTBARI, THANA- RAHAPUR, DIS- JHALOKATHI
241	NOLCHILI BONDOR GOVT. PRIMARY SCHOOL	VILLAGE- NOLCHIRI, POST- NOLCHILI, UNION- JAMAMOSQUE, DIS- J
242	BOKSHIR GHOTI CHORS GOVT. PRIMARY SCHOOL	VILLAGE- MOTBARI, THANA- SADAR, MOTBARI, DIS- JHALOKATHI
243	GOJGHONTA GOVT. PRIMARY SCHOOL	VILLAGE- JOYDEVPUR, VILLAGE- GOJGHOPOTA, UNION- GONGASCHORA,
244	SHALMARA GOVT. PRIMARY SCHOOL	VILLAGE- SHALMARA, POST- SHALMARA, UNION- MITHAPUKUR, DIS- R
245	ADJUST TO BHANDARIYA GOVT. PRIMARY SCHOOL	VILLAGE- BAHNDARIYA, POST- BHANDARIYA, THANA- BHANDARIYA, DI
246	KHONORAM GOVT. PRIMARY SCHOOL	VILLAGE- KHONIRAMPUR, POST- TARAGONJ, DIS- RANGPUR
247	BORATI GOVT. PRIMARY SCHOOL	VILLAGE- EKORCHALI, POST- TARAGONJ, DIS- RANGPUR
248	RABAYA ADORSHO GOVT. PRIMARY SCHOOL	VILLAGE- UTTAR BAZAR, THANA- KULAUARA,

No	Name of the school	Address of the school
		MOULOBI BAZAR
249	DUI SHINGHOGRAM GOVT. PRIMARY SCHOOL	VILLAGE- TALIGUL, POST- BOROLAKHA, UNION- BOROLAKHA, DIS- MO
250	DASH ER BAZAR GOVT. PRIMARY SCHOOL	VILLAGE- DASH ER BAZAR, POST- DASH ER BAZAR, UNION- BOROLAKH
251	HILALPUR GOVT. PRIMARY SCHOOL	HILALPUR GOVT. PRIMARY SCHOOL, HILALPUR, MOULOBIBAZAR
252	BHOIROBGONJ GOVT. PRIMARY SCHOOL	VILLAGE- MAJDIHI, POST- NARAYELCHORA, UNION- SREEMOHON, DIS-
253	CHONDRONATH GOVT. PRIMARY SCHOOL	CHONDRONATH GOVT. PRIMARY SCHOOL, RK MISHION ROAD
254	BHOTMARI GOVT. PRIMARY SCHOOL	VILLAGE- BHOTMARI, POST- BHOTMARI, UNION- KALIGONJ, DIS- LAL
255	ALI AMJAD GOVT. PRIMARY SCHOOL	SHANTIRBAG, MOULOBIBAZAR SADAR, MOULOBIBAZAR
256	MOJLISPUR GOVT. PRIMARY SCHOOL	MOJLISPUR, ADORSHO BAZAR, BANIYA CHONG, HOBIGONJ
257	FORDABAD GOVT. PRIMARY SCHOOL	VILLAGE- MURKORI, POST- MURKORI, THANA- LAKHAI, DIS- HOBIGON
258	ROT NODI POLLI UNNOYON GOVT. PRIMARY SCHOOL	HOSPITAL ROAD, GOLACHIPA, WARD NO- 09, POTUYAKHALI
259	97 NO DONABHAN GOVT. PRIMARY SCHOOL	VILLAGE- TOWNJOIN KATHI, UNION- POTUYAKHALI 1 NO WARD, DIS-
260	16 NO SOYED JAFOR GOVT. PRIMARY SCHOOL	VILLAGE- SOYED DAFOR, POST- ARJUBAGI, THANA- DOSMIKA, DIS- P
261	SONTOSDI GOVT. PRIMARY SCHOOL	VILLAGE- SHANTOSPODI, THANA- DUMRI, DIS- POTUYAKHALI
262	BOGA GOVT. PRIMARY SCHOOL	BOGA, BAUFOL, POTUYAKHALI
263	PERERHAT GOVT. PRIMARY SCHOOL	VILLAGE- UMIDPUR, POST- PERERHAT, UNION- JIYANAGAR, DIS- PIR

No	Name of the school	Address of the school
264	3 NO JHATUBUNIYA GOVT. PRIMARY SCHOOL	VILLAGE- JHATUBUNIYA, THANA- MIRJAGONJ, DIS- POTUYAKHALI
265	BHATER GOVT. PRIMARY SCHOOL	VILLAGE- KRESNOPUR, POST- JATIYA, UNION- JATIYA, THANA- KULA
266	SHAMSHERNAGAR GOVT. PRIMARY SCHOOL	SHAMSHERNAGAR, KOMOLKONDO, MOULOBIBAZAR
267	BHANUGAS GOVT. PRIMARY SCHOOL	VILLAGE- DOKKHIN KOMRAKAPON, KARAMOTNAGAR, KOMOLGONJ, MOULOB
268	SHINGONJ GOVT. PRIMARY SCHOOL	VILLAGE- PURGAGAON, POST- KALIYABHANGA, THANA- NOBIGONJ, DIS
269	SHUKDEVPUR GOVT. PRIMARY SCHOOL	VILLAGE- GOCHAPARA, POST- CHUNERGHAT, THANA- CHUNERPER, HOBI
270	RAJAR BAZAR GOVT. PRIMARY SCHOOL	VILLAGE- ALIRAJAPUR, POST- RAJORBAZAR, UNION- CHUNERGHAT, DI
271	KHOLAGAON GOVT. PRIMARY SCHOOL	VILLAGE- KHOLAGAON, POST- KORIMPUR, THANA- RAJNAGAR, MOULOBI
272	LAMADASHI GOVT. PRIMARY SCHOOL	VILLAGE- LAMATASHI, POST- MIRPUR BAZAR, BAHUBOL, HOBIGONJ
273	HORAITAKA GOVT. PRIMARY SCHOOL	VILLAGE- DAK MANIKA BAZAR, UNION- BAHUBOL, DIS- HOBIGONJ
274	POIL GOVT. PRIMARY SCHOOL	4 NO POIL, VILLAGE- PAL, UNION- SADAR, DIS- HOBIGONJ
275	IB GOVT. PRIMARY SCHOOL	BANGADUBA, SAIHASNAGAR, MODHOBPUR, HOBIGONJ
276	SHABASPUR GOVT. PRIMARY SCHOOL	POST- SHAHASTAGONJ, UNION- SADAR, DIS- HOBIGONJ
277	GORIB HOSSAIN GOVT. PRIMARY SCHOOL	VILLAGE- SHAKHER MOLLA, BANIYACHONG, HOBIGONJ
278	HAZI KORIM GOVT. PRIMARY SCHOOL	VILLAGE- SHOJON, THANA- LAKHAI, DIS- HOBIGONJ
279	MURADNAGAR GOVT. PRIMARY SCHOOL	MURADNAGAR, NAJIRPUR,

No	Name of the school	Address of the school
		POROJPUR
280	3 NO MACHUYA KHALI GOVT. PRIMARY SCHOOL	VILLAGE- MACHUYAKHALI, THANA- DOSMINA, UNION- DOSMINA, DIS-
281	DUMKI AK GOVT. PRIMARY SCHOOL	VILLAGE- DUMKI, UNION- DUMKI, DIS- POTUYAKHALI
282	DOKKHIN KALKAPUR GOVT. PRIMARY SCHOOL	VILLAGE- SOBUJBAG, THANA- POTUYAKHALI POUROSHOBHA, DIS- POTU
283	LAHORI BOARD GOVT. PRIMARY SCHOOL	VILLAGE- LAHRI, POST- KALIR HAT, UNION- JIYANAGAR, DIS- PORO
284	SHORUPKATHI GOVT. PRIMARY SCHOOL	VILLAGE- SHORUPKATHI, LASHARABAD, PIROJPUR
285	UTTAR BHANDRIYA GOVT. PRIMARY SCHOOL	VILLAGE- BHANDARIYA, POST- BHANDARIYA, THANA- BHANDARIYA, DI
286	BHARALLA GOVT. PRIMARY SCHOOL	VILLAGE- BHARALLA, POST- BHARALLA, UNION- BHARALLA, THANA- B
287	DOLLAI NOBABPUR GOVT. PRIMARY SCHOOL	VILLAGE- DOLLAI NOBABPUR, UNION- NOBABPUR, THANA- BANDIYA, D
288	ASHIRPER GOVT. PRIMARY SCHOOL	VILLAGE- ASHIYA MORE, POST- DOKKHIN CHANDPUR, UNION- MOISHIT
289	MADHAIYA GOVT. PRIMARY SCHOOL	VILLAGE- MADHAIYA, UNION- MADHAIYA, THANA- BANDIYA, DIS- C
290	LOGGONPUR GOVT. PRIMARY SCHOOL	VILLAGE- MOU LOKKHINPUR, UNION- LOKKHONPUR, THANA- MONOHORGO
291	HARUN GOVT. PRIMARY SCHOOL	COMILLA POUROSHOBHA WARD NO-06, HARMON
292	SAYED HATIM ALI GOVT. PRIMARY SCHOOL	SADAR, SYHLET
293	CHOKDHORA PAKHIYA GOVT. PRIMARY SCHOOL	CHOKDHORA PAKHIYA GOVT. PRIMARY SCHOOL SHIBGONJ, CHAPAINABABGONJ
294	FOTAPUR GOVT. PRIMARY SCHOOL	VILLAGE- FOTAPUR, POST- MANIKPUR, THANA- NACHOL, DIS-

No	Name of the school	Address of the school
		CHAPAPINOBABGONJ
295	KRESHNOCHONDROPUR GOVT. PRIMARY SCHOOL	VILLAGE- KRESHNOCHONDROPUR, POST- CHOKBRETTI, THANA- SHIBGONJ, DIS- CHAPAINOBABGONJ
296	BIUGOL BORDER GUARD GOVT. PRIMARY SCHOOL	WARD NO-01, BILGOL, KOLLANPUR, SADAR, CHAPAINOBABGONJ
297	PIRISPUR GOVT. PRIMARY SCHOOL	VILLAGE- PIRISPUR, POST- PIRISPUR, UNION- GODAGARI, DIS- RAJSHAHI
298	MUNDUMALA GOVT. PRIMARY SCHOOL	MUNDUMALA GOVT. PRIMARY SCHOOL, TANOR, RAJSHAHI
299	MONIGRAM GOVT. PRIMARY SCHOOL	MONIGRAM GOVT. PRIMARY SCHOOL BAGHA, RAJSHAHI
300	ARANI GOVT. PRIMARY SCHOOL	ARANI GOVT. PRIMARY SCHOOL BAGHA, RAJSHAHI
301	MASHKATA DIGHI GOVT. PRIMARY SCHOOL	WARD NO- 03, MASHKATA DIGHI, SHAMPUR, PUBA, RAJSHAHI
302	MURARIPUR GOVT. PRIMARY SCHOOL	WARD NO-03, MURARIPUR, DAMFURA, RAJSHAHI
303	HALANBAD GOVT. PRIMARY SCHOOL	RAJPARA, WARD NO- 05, BOYALIYA, RAJSHAHI
304	HALANBAG GOVT. PRIMARY SCHOOL	BALANABAD, BOYALIYA, RAJSHAHI
305	JAMIRA GOVT. PRIMARY SCHOOL	VILLAGE- JAMIYA, POST- DAMIR, THANA- PUTOYA, DIS- RAJSHAHI
306	SURASHORI GOVT. PRIMARY SCHOOL	VILLAGE- PUTIYA, POST- PUTIYA, THANA- PUTIYA, RAJSHAHI
307	TAHARPUR GOVT. PRIMARY SCHOOL	TAHARPUR POUROSHOBHA, UNION- BAGMARI, DIS- RAJSHAHI
308	HALISOHOR HOUSING GOVT. PRIMARY SCHOOL	VILLAGE- HALISOHOR, POST- HALISOHOR HOUSING, THANA- PAHARTOLI, DIS- CHITTAGONG
309	HALISOHOR BAGOMGONJ GOVT. PRIMARY SCHOOL	MOHOLLA PURATON DAKGHOR, WARD NO-38, BONDOR, CHITTAGONG
310	DORBASHIYA GOVT. PRIMARY SCHOOL	VILLAGE- DOKKHIN

No	Name of the school	Address of the school
		MODDOM, HALISOHGOR, WARD NO- 38, CHITTAGONG
311	AMJARBAG GOVT. PRIMARY SCHOOL	AMIN JUTH MILS, PACHLAISH, CHITTAGONG
312	J BOTTOLA GOVT. PRIMARY SCHOOL	KULGAON, 2 NO JALALLABAD, PACHLAISH, CHITTAGONG
313	ABDUL BARI GOVT. PRIMARY SCHOOL	PURBO PAKOLIYA, THANA-CHANDGAON, DIS-CHITTAGONG
314	CHORTARATAI GOVT. PRIMARY SCHOOL	CHORTARATAI, WARD NO-19, THANA- CHANDGAON, DIS-CHITTAGONG
315	AJIMPUR GOVT. PRIMARY SCHOOL	VILLAGE- AJIMPUR, POST-KORAIYANAGAR, THANA-SHATKANIYA, UNION-CHODAKA, DIS-CHITTAGONG
316	DOKKHIN KAUCHIYA GOVT. PRIMARY SCHOOL	VILLAGE- DOKKHIN KAUCHIYA, POST-KARANIHAT, THANA-SHATKANIYA, DIS-CHITTAGONG
317	SHOSHANKO MALA GOVT. PRIMARY SCHOOL	VILLAGE- SUCHKRODONDI, WARD NO-03, THANA-POTIYA, DIS- CHITTAGONG
318	CHORLOKKHA GOVT. PRIMARY SCHOOL	VILLAGE- CHORLOKKHA, WARD NO-06, THANA-POTIYA, DIS- CHITTAGONG
319	BOTTOLA SS GOVT. PRIMARY SCHOOL	VILLAGE- BOTTOLA, POST-BOTTOLA, UNION- BOTTOLA, DIS- CHITTAGONG
320	POSCHIM GOMDONDIPUR GOVT. PRIMARY SCHOOL	VILLAGE- POSCHIM PURO JOMADER, UNION- POSCHIM PURO JOMADER
321	CHATIYA GOVT. PRIMARY SCHOOL	VILLAGE- CHATIYA, POST-BOIYEK, UNION- CHATIYA, CHITTAGONG
322	SHANER HAT GOVT. PRIMARY SCHOOL	VILLAGE- BOROHATIYA, POST- SHAERHAT, UNION-BOROHATIYA, UNION-LOHAGARA, CHITTAGONG
323	KS ABDUL HAKIM GOVT. PRIMARY SCHOOL	VILLAGE- MONSURABAD, WARD NO-24, THANA-DOUBLE MURING, DIS-

No	Name of the school	Address of the school
		CHITTAGONG
324	LALKHAN BAZAR GOVT. PRIMARY SCHOOL	VILLAGE- LALKHAN, WARD NO- 14, THANA- DOUBLE MURING, DIS- CHITTAGONG
325	DOHAJARI GOVT. PRIMARY SCHOOL	UNION- DOHAJARI, DIS- CHITTAGONG
326	HASANDONDI GOVT. PRIMARY SCHOOL	VILLAGE- HASANKUNDI, UNION- HASANKUNDI, THANA- CHANDINAIL, DIS- CHITTAGONG
327	LOTIBPARA GOVT. PRIMARY SCHOOL	VILLAGE- MODONHAT, HATHAJARI, CHITTAGONG
328	SHUKBILAS GOVT. PRIMARY SCHOOL	VILLAGE- SHUKBILAS, UNION- PODUYA, THANA- RANGGUNIYA, DIS- CHITTAGONG
329	MIRJAPUR GOVT. PRIMARY SCHOOL	MIRJAOUR BAZAR ER DAN PASHA, MIRJAPUR, CHITTAGONG
330	DOMDOMA GOVT. PRIMARY SCHOOL	VILLAGE- DOMDOMA, WARD NO- 03, THANA- MIRSORAI, DIS- CHITTAGONG
331	KOBIR MAMORIYAL GOVT. PRIMARY SCHOOL	VILLAGE- MODDHOMGHADIYA, WARD NO- 07, THANA- MIRSORAI, DIS- CHITTAGONG
332	MOHIPUR	VILLAGE- MOHIPUR, POST- MOHIPUR, THANA- GONGACHORA, UNION- LIKKHIPUR, DIS- RANGPUR
333	PIRSHAHA NASUMABAD GOVT. PRIMARY SCHOOL	VILLAGE- GUYABARI, POST- PIRGACHA, THANA- PIRGACHA, DIS- RANGPUR
334	TAPAMODHUPUR GOVT. PRIMARY SCHOOL	VILLAGE- TAPAMODHUPUR, POST- TAPAMODHUPUR, THANA- KAUNIYA, DIS- RANGPUR
335	COLLANI GOVT. PRIMARY SCHOOL	VILLAGE- TALPOSHUYA, POST- MAHIGONJ, PIRGACHA, RANGPUR
336	MOYAGACHA GOVT. PRIMARY SCHOOL	VILLAGE- LALDIGHI, POST- LALDIGHI, UNION- RADHANAGAR, BODORGONJ, RANGPUR
337	DHOYASSHOR MOHASHA GOVT.	MIRBAG, DHOYASSHOR,

No	Name of the school	Address of the school
	PRIMARY SCHOOL	KAUNIYA, RANGPUR
338	LOTIBPUR GOVT. PRIMARY SCHOOL	VILLAGE- LOTIBPUR, POST- JAIGIRHAT, THANA- MITHAPUKUR, DIS- RANGPUR
339	CARMAICAL COLLEGE GOVT. PRIMARY SCHOOL	CARMAICAL COLLEGE CAMPUS
340	BURIMARI GOVT. PRIMARY SCHOOL	VILLAGE- BURIMARI, UNION- PATGRAM, THANA- PATGRAM, LALMONIRHAT
341	KAIKIBARI GOVT. PRIMARY SCHOOL	VILLAGE- KATKIBARI, THANA- HATIBANDA, POST- NOUDABAS, LALMONIRHAT
342	CHALAPARA GOVT. PRIMARY SCHOOL	CHALAPARA, DHUNOT, BOGURA
343	KUTUBPUR GOVT. PRIMARY SCHOOL	VILLAGE- KUTUBPUR NOYA PARA, VILLAGE- KUTUBPARA, THANA- BODORGONJ, DIS- RANGPUR
344	BAIRA GOVT. PRIMARY SCHOOL	VILLAGE- MOUKOLLASHIGONJ, UNION- TONKI, THANA- MURADNAGAR, DIS- COMILLA
345	14NO OLITOLA GOVT PRIMARY SCHOOL	VILL- OLITOLA, POST- KOSHBAD, THANA- BORURA, DISTRICT-COMILLA
346	39NO BORURA POURO GIRLS GOVT PRIMARY SCHOOL	VILL- BORURA, POST- WARD NO-02, THANA- BORURA, DISTRICT- COMILLA
347	NAGAYIS GOVT PRIMARY SCHOOL	VILL- NAGAYIS, UNION- SOSHIDOL, POST- NAGAYIS, THANA- BRAKKHON PARA, COMILLA
348	CHANDUPUR BOSTI ADARSA GOVT PRIMARY SCHOOL	CHANDUPUR BOSTI, CHANDPUR BAGAN CUNARGAT, HOBIGANJ
349	VADIPARA GOVT ADARSA, PRIMARY SCHOOL	VADIKARA GOVT PRIMARY SCHOOL LAKAY HOBIGRANJ
350	PURBOVAG, GOVT PRIMARY SCHOOL.	VILL- NEYGAY, POST- KHALER MULLOK, 8NO MOGLABAZAR, DAKKHIN SURMA, SYLHET
351	KOSBA ADARSA PRIMARY SCHOOL	KOSMA, WARD-3, SHREEDORA, BIYANI BAZAR,

No	Name of the school	Address of the school
		SYLHET
352	SATGA ADARSA GOVT PRIMARY SCHOOL.	VILL- BAROYGAON, POST-BOROLEKHA, DISTRICT-MOULVIBAZAR
353	KULAURA VILLAGE ADARSA, GOVT PRIMARY SCHOOL.	VILL- UTTOR KULAURA, POST- KULAURA, UPOJELA-KULAURA, DISTRICT-MOULVIBAZAR
354	GOLBAGICHA MODEL GOVT PRIMARY SCHOOL.	MOHOLLA JAWTOLA, WARD NO-10, LAKE MAIN GATE, THANA-SADAR, DISTRICT-COMILLA
355	BAZAR MODEL GOVT PRIMARY SCHOOL.	PURATON HOSPITAL ROAD, PASCHIM BAZAR, MOULVIBAZAR
356	BORO BAZAR ADARSA GOVT PRIMARY SCHOOL	BORO BAZAR BANIYACHANG, HOBIGANJ
357	MADOBPUR GOVT PRIMARY SCHOOL.	MADOBPUR POUROSOVA 2NO WARD MADOBPUR, HOBIGANJ, EAST SIDE OF MADOBPUR BAZAR
358	HAJI JAHIR ALI GOVT PRIMARY SCHOOL.	GOSHGAON BAZAR SIDE GOLAPGANJ, SYLEHT
359	GOYINGAT ADARSHA, GOVT PRIMARY SCHOOL.	VILL- GOYINGAT, POST-GOYINGAT, SYLHET
360	KANAIGAT MODEL, GOVT PRIMARY SCHOOL.	VILL+POST+THANA-KANAIGAT, SYLHET
361	POUROSOVA JOGENDRO MODEL, GOVT PRIMARY SCHOOL.	POUROSOVA JOGENDRO MODEL GOVT PRIMARY SCHOOL, SANTIGAG, SHREEMANGAL, GORUBAZAR
362	LAMONI MODEL GOVT PRIMARY SCHOOL.	VILL- NIJPOTTI TELIHATI, POST- JINPUR, THANA-JOINTAPUR, SYLEHT
363	AGOLJARA MODEL, GOVT PRIMARY SCHOOL.	VILL- FULLOSHREE, POST-AGOILJARA, UPOJELA-AGOLJARA, DISTRICT-BARISHAL
364	BABUGANJ MODEL, GOVT PRIMARY SCHOOL.	VILL- RAYGANJ, THANA-BABUGANJ, DISTRICT-BARISHAL
365	BAKERGANJ MODEL PRIMARY SCHOOL	LAHERI PARA, ROAD-4, BAKER GANJ
366	MULADI MODEL , GOVT. PRIMARY	VILL- TEROCHAR, POST-

No	Name of the school	Address of the school
	SCHOOL	MULADI, THANA- MULADI, DISTRICT-BARISAL
367	UJIRPUR MODEL GOVT. PRIMARY SCHOOL	VILL- UJIRPUR, POST- UJIRPUR, DISTRICT-BARISAL
368	BINAVAGI MDOEL GOVT. PRIMARY SCHOOL	VATIKHANA SADAR, BARISAL
369	GOURONODI MODEL GOVT. PRIMARY SCHOOL	CHAR GADATOLI, GOURONODI, BARISAL
370	BISSONATH MODEL GOVT. PRIMARY SCHOOL	VILL- BISSONATH, POST- BISSONATH, SYLHET
371	BANARIPARA BANDAR MODEL GOVT. PRIMARY SCHOOL	SADAR ROAD, BANARI PARA BARISAL
372	BALAGANJ ADARSA GOVT. PRIMARY SCHOOL	VILL+POST+UNION+UPOJELA - BALAGANJ, SYLHET
373	BAHUBOL ADARSA GOVT. PRIMARY SCHOOL	BAHUBOL HOBIGANJ
374	LUTSOR MODEL, GOVT. PRIMARY SCHOOL	VILL- LOTSOR, POST+UNION- MANAHORGONJ, THANA- MANAHORGANJ
375	CHANDINA ADARSA, GOVT. PRIMARY SCHOOL	VILL- CHANDINA, UNION- CHANDINA, POUROSOVA THANA- CHANDINA, DISTRICT-CUMILLA
376	31NO ALOMP0UR MODEL GOVT. PRIMARY SCHOOL	VILL- COTO ALOMPUR, POST- DEBIDAR, POST- DEBIDDAR, THANA DEBIDAR, DISTRICT- COMILLA
377	GALGUNKORA MODEL GOVT. PRIMARY SCHOOL	FALGUN KORA CODDOGAON, COMILLA ROAD SIDE
378	NANGOL CORT MODEL GOVT. PRIMARY SCHOOL	NANGOL CORT MODEL GOVT. PRIMARY SCHOOL, NANGOL CORT BAZAR, VILL+POST+THANA- NANGOLCORT
379	10NO GOVT. PRIMARY SCHOOL	VILL+POST+THANA- BURICHANG, DISTRICT- COMILLA
380	BORURA POUR ADARSA GOVT. PRIMARY SCHOOL	VILL+POST+THANA- BORURA, DISTRICT-COMILLA
381	MURADNAGAR MODELGOVT. PRIMARY SCHOOL	VILL+POST+ UNION-BABUNI, THANA- MURADNAGAR, DISTRICT-COMILLA
382	BRAMMAN PARA ADARSA, GOVT. PRIMARY SCHOOL	VALL- BRAMMON PARA, POST+ UNION+THANA- BRAMMON PARA, DISTRICT-

No	Name of the school	Address of the school
		COMILLA
383	DAUDKANDI MODEL, GOVT. PRIMARY SCHOOL	DAUDKANDI, THANA-DAUDKANDI, DISTRICT-COMILLA
384	PODUYAR BAZAR MODEL GOVT. PRIMARY SCHOOL	MOHOLLA- PODUYAR BAZAR, UPOJELA- DAKKHIN ROAD, DISTRICT-COMILLA
385	DEBIDAR DUMKI GOVT. PRIMARY SCHOOL	VILL- DUMKI, THANA-DUMKI, DISTRICT-PATUYAKHALI
386	PASCHIM GAON GOVT. PRIMARY SCHOOL	VILL- PASCHIM GAON, THANA- LAXSAM, DISTRICT-COMILLA
387	BOHULA GOVT. PRIMARY SCHOOL	BOHULA MODEL GOVT. PRIMARY SCHOOL, BOHULI, UPOJELA+DISTRICT-HOBIGANJ
388	KRISNO GOBINDO MODEL GOVT. PRIMARY SCHOOL	VILL- BAHUBOL, POST-KADIM NAGAR SAHPORAN, SYLHET
389	DEBUYAPUR MODEL GOVT. PRIMARY SCHOOL	VILL- DIBUYAPUR, POST-BOHOLGASIYA, UNION-KALIKAPUR
390	GOLACHIPA, MODEL GOVT. PRIMARY SCHOOL	GOLACHIPA, PATUYAKHALI
391	DOSMINA MODEL GOVT. PRIMARY SCHOOL	VILL+POST+UPOJELA-DOSMINA, DISTRICT-PATUYAKHALI, ADJECENT BAZAR 150 KMP BUSTAND
392	TUKER BAZAR MODEL GOVT. PRIMARY SCHOOL	VILL- TUKER BAZAR, POST-COMPAYGANJ, SYLHET
393	SUBIDKHALI MODEL GOVT. PRIMARY SCHOOL	VILL- SUBIDKHALI, DISTRICT-PATUYAKHALI
394	KOMOLGANJ MODEL GOVT. PRIMARY SCHOOL	BORO GAS KOMOLGANJ, MOULVIBAZAR
395	RAJNAGAR MODEL GOVT. PRIMARY SCHOOL	VILL- PODINAPUR, POST-RAJNAGAR, THANA-RAJNAGAR, DISTRICT-MOULVIBAZAR
396	CHANDI PROSAD MODEL GOVT. PRIMARY SCHOOL	THANA ROAD, FENCHUGANJ
397	1NO HOMNA MODEL GOVT. PRIMARY SCHOOL	VILL- HOMNA, POST-HOMNA, POUROSOVA, WARD NO- 05, THANA-HOMNA, DISTRICT-COMILLA

No	Name of the school	Address of the school
398	ADOMDIGHI MODEL GOVT. PRIMARY SCHOOL	TALSON ADOMDIGHI, BOGURA
399	SHREE MODEL GOVT. PRIMARY SCHOOL	SHREEPUR MODEL GOVT. PRIMARY SCHOOL, SHREEPUR GAZIPUR
400	BALIGAON MODEL GOVT. PRIMARY SCHOOL	BALIGAON MODEL GOVT. PRIMARY SCHOOL, KALIGANJ GAZIPUR
401	BAGA MODEL GOVT. PRIMARY SCHOOL	BAGA MODEL GOVT. PRIMARY SCHOOL, BAGA RAJSHASHI
402	BAYA MODEL GOVT. PRIMARY SCHOOL	VILL- BAYA, POST- POYA, THANA- SAH MAHMUDUM, DISTRICT-RAJSHASHI
403	IDEAL MODEL GOVT. PRIMARY SCHOOL	27/4 TOPKHANA ROAD, DHAKA-1100
404	SURITOLA GOVT. PRIMARY SCHOOL	135 SOHID SAYID NOJRUL ISLAM AVENUE KOTOYALI DHAKA-1100
405	KOLLANPU MODEL GOVT. PRIMARY SCHOOL	
406	JALALPUR UDOY MODEL GOVT. PRIMARY SCHOOL	VILL- JALALPUR, POST- NOBABGANJ, THANA- NOBABGANJ, DISTRICT- DHAKA
407	VUYAPUR MODEL GOVT. PRIMARY SCHOOL	VUYAPUR SADAR, WARD NO-04 VUYAPUR, TANGAIL-1960
408	JELA SADAR, MODEL GOVT. PRIMARY SCHOOL	FRONT POLICE LINE, DISTRICT SADAR, TANGAIL
409	B K AFTAB GOVT. PRIMARY SCHOOL	B K AFTAB GOVT. PRIMARY SCHOOL TEJKUNI PARA, TEJGAON DHAKA
410	CAPULIYA MODEL GOVT. PRIMARY SCHOOL	CAPULIYA B O F SADAR, GAZIPUR
411	UPOJELA SADAR, MODEL GOVT. PRIMARY SCHOOL	STAP QUARTER SHERPUR, BOGURA
412	BAJIRA MODEL GOVT. PRIMARY SCHOOL	MAJIRA, SAJAHANPUR, BOGURA
413	PORABARI MODEL	BAGATI PARA NATORE
414	BONPARA MODEL GOVT. PRIMARY SCHOOL	VILL+POST- BONPARA UPOJELA- BORAYGAON, DISTRICT-NATORE
415	BOROHORISPUR MODEL GOVT. PRIMARY SCHOOL	HORISPUR 3 NO WARD SADAR, NATORE
416	LALPUR MODEL GOVT. PRIMARY SCHOOL	UTTOR LALPUR , POST-

No	Name of the school	Address of the school
		LALPUR, NATORE
417	JIGATOLA MODEL GOVT. PRIMARY SCHOOL	DHANMONDI JIGATOLA, PRIMARY SCHOOL, DHAKA
418	SAVAR, MODEL GOVT. PRIMARY SCHOOL	BAZAR ROAD, SAVAR DHAKA
419	LALASORAI MODEL GOVT. PRIMARY SCHOOL	LALASORAI MODEL GOVT. PRIMARY SCHOOL, DHAKA CANTONMENT, DHAKA-1206
420	VORONSAHI MODEL GOVT. PRIMARY SCHOOL	VORONSAHI DUNOT BOGURA
421	BOSILA NEW MODEL GOVT. PRIMARY SCHOOL.	BOSILA, MOHAMMEDPUR, DHAKA-1207
422	SOHID NOBI MODEL GOVT. PRIMARY SCHOOL.	11 OVOY DAS LANE, TIKATOLI SUTRAPUR, DHAKA-1203
423	DUPCACHIYA MODEL GOVT. PRIMARY SCHOOL.	DUPCHACIYA, MODEL GOVT PRIMARY SCHOOL, DUPCHACIYA BOGRURA
424	SARIYAKANDI MODEL GOVT. PRIMARY SCHOOL.	VILL- SARIYAKANDI, POST- SARIYAKANDI, THANA- SARIYAKANDI, BOGRA
425	MOHAMMEDPUR MODEL GOVT. PRIMARY SCHOOL.	K-52/2 PROGOTI SORONI, GULSHAN THANA, DHAKA-1212
426	GABTOLI MODEL GOVT. PRIMARY SCHOOL.	VILL- GABTOLI, POST- GABTOLI, UPOJELA- GABTOLI, DISTRICT- BOGRA
427	89NO DONDONIYA MODEL GOVT. PRIMARY SCHOOL.	WARD-07 SA PARA, DANDONIYA, SADAR, BOGRA
428	KAHALU MODEL GOVT. PRIMARY SCHOOL.	POST+THANA- KAHALU, DISTRICT- BOGURA
429	CARGAT MODEL GOVT. PRIMARY SCHOOL.	CARGAT RAJSHASHI
430	UPOSOHOR MODEL GOVT. PRIMARY SCHOOL.	UPOSOHOR, WARD NO-14, BOYALIYA, RAJSHASHI
431	GODAGARI MODEL GOVT. PRIMARY SCHOOL.	SHREEMONTOPUR, GODAGARI, RAJSHASHI
432	TANOR MODEL GOVT. PRIMARY SCHOOL.	WARD NO-04, TANOR RAJSHASHI
433	BAKSHI MIL GOVT. PRIMARY SCHOOL	VILL- BAKMOHOL, POST- MOHONPUR, THANA- MOHONPUR, DISTRICT- RAJSHASHI
434	GOPALHAT MODEL GOVT. PRIMARY SCHOOL.	VILL- TARAPUR UTTOR POST- PUTIYA, THANA-

No	Name of the school	Address of the school
		PUTIYA, DISTRICT- RAJSHASHI
435	VOBANIGANJ MODEL GOVT. PRIMARY SCHOOL.	POST- VOBANIGANJ, UPOJELA- BAGMARA, DISTRICT- RAJSHASHI
436	AMLITOLA MODEL GOVT. PRIMARY SCHOOL.	VILL- KAKILPUR, POST- SONATOLA, UPOJELA- SONATOLA, DISTRICT- BOGRA
437	POST KAMURI MODEL GOVT. PRIMARY SCHOOL.	POST- KAMURI, MIRJAPUR, TANGAIL
438	MAMUN NAGAR MODEL GOVT. PRIMARY SCHOOL.	VILL+POST-MAMUDNAGAR, UPOJELA, NAGORPUR, DISTRICT- TANGAIL
439	SOKHIPUR MODEL GOVT. PRIMARY SCHOOL.	GRILS SCHOOL ROAD, WARD NO-3, SOKHIPUR, UPOJELA SOKHIPUR, TANGAIL-1950
440	MODUPUR MODEL GOVT. PRIMARY SCHOOL.	POST- MODUPUR, THANA- MODUPUR, TANGAIL-1996
441	DONBARI MODEL GOVT. PRIMARY SCHOOL.	VILL- PURBO MIA PARA, POST- DONBARI, UPOJELA- DONBARI, DISTRICT- TANGAIL
442	SUTI MODEL GOVT. PRIMARY SCHOOL.	GAS SUTI GOPALPUR, TANGAIL
443	54 NO BETDOBA MODEL GOVT. PRIMARY SCHOOL	54 NO BETDOBA MODEL GOVT. PRIMARY SCHOOL, BETDOBA, KALIHATI
444	GATYIL ADARSA, GOVT. PRIMARY SCHOOL	GATAYIL ADARSA GOVT PRIMARY SCHOOL GATAYIL, TANGAIL
445	56 NO MATBARIA MODEL GOVT. PRIMARY SCHOOL	GRAM MATBARIA SADAR MATBARIA ZILA-PIROJPUR
446	86 NO RUPKANIA MODEL GOVT. PRIMARY SCHOOL	GRAM RUPKANIA POUROSOVA 7 NO WORD ZILA-SARKANIA , CHITTAGONG
447	NOU BAHINI ADOSSO GOVT PRIMARY SCHOOL	MOHALLA-NABIK COLONI, W-39, BANGLADESH NOU BAHINI
448	CHITTAGONG MEDICAL COLLEGHE HOSPITAL GOVT. PRIMARY	MODICAL STAF COATER
449	HAMIDIA ADORSHO GOVT. PRIMARY SCHOOL	MAHALLAH-PURATON CHUNDOGAON, POS- CHUNDOGAON, ZILA-

No	Name of the school	Address of the school
		CHITTAGONG
450	MEUNISIPAL GOVT. PRIMARY SCHOOL	KOTOALI THANA NEW MARKET
451	B I Z H MODEL GOVT. PRIMARY SCHOOL	VILL-SOWYADPUR, W-49, UPA-RAGUNIA, ZILA-CHITTAGONG
452	DEVHATA GOVT. PRIMARY SCHOOL	VILL,POS,UPA-DEVHATA
453	KOAPARA MODEL	MOHAJONER PARA, BETBUNIA, RANGAMATI
454	HATHAZARI MODEL PRIMARY SCHOOL	COLLEGE ROAD, HATHAZARI, CHITTAGONG
455	ADORSHO MODEL GOVT. PRIMARY SCHOOL	CMP COLONI, THANA-SONADANGA, SADAR, BAIRA, KHULNA
456	43 NO, LOHAGORA, ADORSHO GOVT. PRIMARY SCHOOL	VILL,POS-LOHAGORA, W-43, THANA-LOHAGORA
457	11 NO DOKKHIN KATALI PRANERI MODEL GOVT. PRIMARY S	VILL-DOKKHIN KATALI, POS-KASTOM ADOMJI, THANA-PAHARTOLI,ZILA-CHITTAGONG
458	CHANKA MODEL GOVT. PRIMARY SCHOOL	VILL-CHANKA, POS,THANA-KALIGANJ,ZILA-SATKHIRA
459	PAIKGACHA MODEL GOVT. PRIMARY SCHOOL	VILL-BATIKALI, WORD-8,THANA, PAIKGACHA, ZILA-KHULNA, GOVT,HIGH SCHOOL
460	MODEL THANA SCHOOL	BTIAGATA MODEL THANA GOVT. PRIMARY SCHOOL
461	KAJDIA MODEL GOVT. PRIMARY SCHOOL	KAJDIA BAZAR, RUPSHA, KHULNA
462	PURBO PAIKPARA MODEL GOVT. PRIMARY SCHOOL	VILL-BAGAPARA, POS-BAZARPARA, THANA-BAGARPARA, ZILA-JESSORE
463	RAJAPUR MODEL GOVT. PRIMARY SCHOOL	VILL-BASRI, THANA-RAJAPUR, ZILA-JALOKATI
464	COWGACHA MODEL GOVT. PRIMARY SCHOOL	VILL-KUTIPARA, WORD-7, THANA-COWGACHA, ZILA-JESSORE
465	ALKA POLLI MODEL GOVT. PRIMARY SCHOOL	VILL-ALKA, POS-DAMODOR, THANA-FULTOLA, ZILA-KHULNA
466	BONRUPA MODEL GOVT. PRIMARY SCHOOL	FOREST COLONI, BRADERS CLUB, RANGAMATI 7 NO WORD, POROSHOVA, RANGAMATI

No	Name of the school	Address of the school
467	SREEPOTIPUR MODEL GOVT. PRIMARY SCHOOL	VILL-MURARIKALI, WORD-8, POUROSHOVA, SATKHIRA
468	ROUJAN MODEL GOVT. PRIMARY SCHOOL	ROUJAN STATION ROAD, ROUJAN, CHITTAGONG
469	B S I D C GOVT. PRIMARY SCHOOL	MAHALLAH-SHILPO ALAKA-8 NO, KAPTAI, RANGAMATI
470	KODOMTOLY ABEDIA, ADORSHO GOVT. PRIMARY SCHOOL	VILL-KODOMTOLI, WORD-28, THANA-DAVOLMURING, ZILA-CHITTAGONG
471	MIRSORAI S M MODEL GOVT. PRIMARY SCHOOL	MIRSORAI SADAR, WORD-5, THANA-MIRSORAI, ZILA-CHITTAGOGN
472	SHINRA MODEL GOVT. PRIMARY SCHOOL	W-05, DAK SHINRA, NATOR, SONALI BANK, ROAD
473	TALABAZAR MODEL GOVT. PRIMARY SCHOOL	PURBO DGREE COLLEGE TALA BAZAR, TALA, SATKHIRA
474	HAIBATPUR MODEL GOVT. PRIMARY SCHOOL	VILL-HAIBATPUR, POS, THANA-SHAMNAGAR, ZILA-SATKIRA
475	SHILVAR JUBILI MODEL GOVT. PRIMARY SCHOOL	VILL-MUNJITPUR, THANA-SATKIRA, WORD-02, SADAR, SATKIRA
476	AR D N MODEL GOVT. PRIMARY SCHOOL	VILL-DIARA, POS-DIARA, THANA-DIGOLIA, ZILA-KHULNA, UPA-RISOS CENTER
477	11 NO EKORI KATENGA MODEL GOVT. PRIMARY SCHOOL	VILL-KATENGA, POS-TIROKADA, UPA-BARASHAD,ZILA-KHULNA
478	BALIADANGA MODEL GOVT. PRIMARY SCHOOL	VILL-BALIADANGA, UNI-FATEPUR, THANA-JESSORE, SADAR, JESSORE
479	CHOLNA BAZAR GOVT, ADORSHO PRIMARY SCHOOL	CHOLNA BAZAR GOVT. ADORSHO PRIMARY SCHOOL, CHOLNA BAZAR 5 NO WORD, DAKOP, KHULNA
480	KRISNONAGAR MODEL GOVT. PRIMARY SCHOOL	VILL-KRISNONAGAR, POS,THANA,JIKORGACHA, ZILA JESSORE
481	BADOPGAT MODEL GOVT. PRIMARY SCHOOL	VILL-MOHONPUR, POS,THANA-MONIRAMPUR, ZILA-JESSORE
482	B G B MODEL GOVT. PRIMARY SCHOOL	PILKANA , LALBAG, DHAKA
483	21 NO GOMDONDI ADORSHO GOVT PRIMARY SCHOOL	VILL-GOMDONDO, THANA-BOALAKALI, ZILA-

No	Name of the school	Address of the school
		CHITTAGONG
484	ANOWERA MODEL GOVT. PRIMARY SCHOOL	VILL,POS-ANOWERA, UNI,THANA-ANOWERA, THANA-ANOWERA
485	MOHSENA MODEL GOVT. PRIMARY SCHOOL	VILL-POTIA SADAR, WORD-5, THANA-POTIA, ZILA-CHITTAGONG
486	KORIMUNNESHA MODEL GOVT. PRIMARY SCHOOL	SOHID SELIM SARAK,
487	13 NO ENDUKANI MODEL GOVT. PRIMARY SCHOOL	ENDUKANI, JIANAGAR, PIROJPUR
488	65 NO NAJIRPUR MODEL GOVT. PRIMARY SCHOOL	VILL,THANA,POS-NAJIRPUR, ZILA-PIROJPUR, NAJIRPUR HOSPITAL
489	SUTIA MODEL GOVT. PRIMARY SCHOOL	SUTIA, NECHARABAD, PIROJPUR
490	DOKKHIN PORASHOVA MODEL GOVT. PRIMARY SCHOOL	POUROSHOVA, NECHARBAD, PIROJPUR
491	NIJ VANDARIA MODEL GOVT. PRIMARY SCHOOL	VANDARIA SADAR, THANA-VANDARIA, ZILA-PIROJPUR
492	88 NO BODIFOL DASPARA MODEL GOVT. PRIMARY SCHOOL	BODIFOL DASPARA, BORIFOL 7 NO WORD, POUROSHOVA
493	NANDIKATI MODEL GOVT. PRIMARY SCHOOL	VILL-NANDIKATI, THANA-NOLCITY, ZILA-JALOKATI
494	SHAHI MODEL GOVT. PRIMARY SCHOOL	BAHER ROAD, JALOKATI SADAR, JALOKATI
495	GUBUIL MODEL GOVT. PRIMARY SCHOOL	VILL-GUBUIL, POS- NACOL, CAPAIBABGANJ, TITULTOLA MOR
496	NABABGANJ MODEL GOVT. PRIMARY SCHOOL	KATAL, BAGICHA SADAR, CAPAINBABGANJ
497	SELIMABAD MODEL GOVT. PRIMARY SCHOOL	SELIMABAD SIBGANJ, CAPAINBABGANJ TNO OFFICE
498	BODORGANJ MODEL GOVT. PRIMARY SCHOOL	BODORGANJ PUROSHOVA, BODOR, RANGPUR, BODORGANJ, RESTI OFFICE
499	PIRGACHA MODEL GOVT. PRIMARY SCHOOL	VILL-ANONTO RAM, POS, UPA-PIRGACHA, ZILA-RANGPUR
500	KAUNIA MODEL GOVT. PRIMARY SCHOOL	NIJPARA SADAR, KAUNIA
501	JIBONPUR MODEL GOVT. PRIMARY SCHOOL	CIHALI-DOKKHIN PARA, POS,PUA-MITAPUKUR, ZILA-RANGPUR
502	DOKKHIN MULATOL MODEL GOVT.	KOTOALI, MULATOL, SADAR,

No	Name of the school	Address of the school
	PRIMARY SCHOOL	RANGPUR
503	PIRGANJ MODEL GOVT. PRIMARY SCHOOL	THANA ROAD PIRGANJ RANGPUR
504	KISALOI MODEL GOVT. PRIMARY SCHOOL	POUROSHOVA KISALOI, THANA-SADAR, ZILA-KURIGRAM
505	RAJARHAT MODEL GOVT. PRIMARY SCHOOL	W-03, SATMADAI POUSHOVA, RAJARHAT,KURIGRAM
506	PANISHACUKUTI MODEL GOVT. PRIMARY SCHOOL	PANISHACUKUTI, POS,UNI,THANA-FULBARI, KURIGRAM
507	VURUNGAMARI GOVT. PRIMARY SCHOOL	NLEYA, VURUNGAMARI, KURIGRAM
508	NAGISSORI MODEL GOVT. PRIMARY SCHOOL	VILL-NAGISSORI EID MAT UPA-NAGISSORI, KURIGRAM
509	THANAHAT 2 NO MODEL GOVT. PRIMARY SCHOOL	VILL-MOUJA THANA,POS,UPA-CHILMARI, ZILA-KURIGRAM
510	ROUMARI MODEL GOVT. PRIMARY SCHOOL	VILL-ROUMARI BAZAR, POS, UPA-ROUMARI, ZILA-KURIGRAM
511	NOTUN BAZAR MODEL GOVT. PRIMARY SCHOOL	NOTUN BAZAR, POUROSHOVA SADAR, NILFAMARI
512	RAMKRISNO MODEL GOVT. PRIMARY SCHOOL	MUNSHIPARA, SOUYAD, NILFAMARI
513	BABURHAT MODEL GOVT. PRIMARY SCHOOL	BABURHAT, DIMLA, NILFAMARI
514	JOLDHAKA, MODEL GOVT. PRIMARY SCHOOL	VILL-JOLDHAKA, UNI-JOLDHAKA, UPA-JOLDHAKA, NILFAMARI
515	SOHID SERITI MODEL GOVT. PRIMARY SCHOOL	VILL-COTO RAUTA, UNI-DOMRA, UPA-DOMRA, NILFAMARI
516	HATIBANDA 2 NO MODEL	VILL-TONVANGI, THANA,POS, HATIBANDA, ZILA-LALMONIRHAT
517	VADAI J S MODEL GOVT. PRIMARY SCHOOL	VADAI ADITMARI, LALMONIRHAT
518	TUSVANDAR MODEL GOVT. PRIMARY SCHOOL	UTTOR KONISSOR, TUSVANDAR, KALIGANJ, LALMONIRHAT